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ABSTRACT

This report describes an investigation into how a school moves from a handful of individual teachers dabbling in alternative assessment strategies to full school implementation of an assessment system. The research was conducted at Bay Park Elementary School in the San Diego (California) City School District, a school participating in a pilot project in alternative assessment sponsored by the California Assessment Collaborative. Interviews with eight teachers and the collection of artifacts provided study data. Leadership by the principal, district-wide reform with design tasks and defined expectations for student use, and the state-required quality review of the school coincided to reinforce assessment revision efforts. Parent involvement through site-based leadership helped build community consensus and support for change. Data made it clear that Bay Park has accomplished many of its school-wide assessment goals. Many teachers have become experienced users of alternative assessment tools, and many parents have been included in the decision-making process. The school has an overall vision of where it should go. Recommendations are made for continuing the efforts. Seven appendixes supplement the report and provide the plan for school improvement in San Diego interview protocol, letter to the principal, grade level examples, parent/student reflections and K-12 content standards in reading. (SLD)

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Building School-wide Capacity to use Alternative Assessment

The Case of Bay Park Elementary School

A Report Prepared for the California Assessment Collaborative

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August 1994

Far West Laboratory for Educational Research and Development
730 Harrison Street, San Francisco, CA 94107-1242 (415) 565-3000

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A Report Prepared for the California Assessment Collaborative

By

Andrea Whittaker, Ph.D.

Far West Laboratory

AUGUST 1994

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Preface

Funded through California Assembly Bill 40 in 1991, the California Assessment Collaborative (CAC) supports 29 alternative assessment pilot projects in two consortia of school districts (San Diego County and City schools in the south and the Greater ACE Consortium in the San Francisco Bay Area). These pilots represent grassroots efforts, as well as applications of state or national initiatives. Taken together, the pilots cover most subject matter areas and address diverse student populations (e.g., second language learners, gifted and talented, other special education, and Chapter 1 students) with a variety of assessment technologies. These include developing standards, portfolios, curriculum-embedded and on-demand performance tasks, open-ended items, and student observations.

The CAC goals include providing technical assistance to pilot projects, researching the processes of assessment development, and disseminating findings and assessment strategies throughout the state. Far West Laboratory for Educational Research and Development (FWL) serves as the research partner and provides technical assistance to individual pilots on an as needed basis, and to pilot leaders and other interested groups through a series of seminars on aspects of assessment development (e.g., scoring, rubric design, and issues of equity and access).

In working with these pilots over the last two and one half years, the CAC has developed a conceptual model that maps the complex practices and policies necessary for developing "instructionally sound" assessment systems. The interrelated dimensions of the model include: articulating content standards, designing meaningful and fair assessments, building teacher and student capacity to use assessment to improve teaching and learning, and monitoring the consequences of assessments (Jamentz, 1993).

FWL continues to conduct research to gather support for the conceptual model and to interpret the work of the pilot projects against the model's dimensions. This report describes an investigation into how a school moves from a handful of individual teachers dabbling in alternative assessment strategies to full school implementation of an assessment system. The research was conducted at Bay Park Elementary School in the San Diego City School District.

The author would like to acknowledge and express appreciation to the teachers and administrators of the Bay Park school district for their cooperation in this research and their insight into their project's challenges and successes. In addition, I want to thank Kate Jamentz and Stanley Rabinowitz for their input, and Cynthia Christy and Judy Wong for editing, formatting and other manuscript preparation

tasks. Finally, Charles Carroll is thanked for his expert interview transcriptions and thoughtful comments.

Additional ongoing research by FWL includes investigations of:

A) teachers' involvement in developing, field testing, and scoring a district developed assessment tool and its impact on curriculum and instruction (Ryan, 1994);

B) processes and instructional implications of district developed tools for identifying and planning instruction for gifted and talented students (Whittaker, 1994).

Building School-wide Capacity to use Alternative Assessment:
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I. Introduction to Bay Park Elementary School

Bay Park Elementary is a relatively small school (approximately 500 students) in the large, multi-cultural, and urban San Diego City School District. Bay Park is located in a predominantly white, middle-class neighborhood. A voluntary integration enrollment program has recently diversified the school to include about 20% second language learners and students from a variety of backgrounds (65% white, 17% Hispanic, 10 % Indochinese, 2% African-American, and 6% other). Twenty professional staff members and a variety of volunteers and paid instructional aides (including several Lao and Spanish speakers) support the program. Bay Park includes self-contained classrooms and mainstreaming for two district special education programs (learning handicapped and visually impaired).

Bay Park's focus on alternative assessment stems from a long term commitment to improving teaching and learning. While students at the school have traditionally had high scores on standardized tests, recent changes in instruction (particularly in language arts) have led teachers to question these isolated, objective driven assessments. Further, changes in the California State Assessment System (CLAS), and district interest in assessment reform have given Bay Park support and a context for change.

A long history of site-based management has provided teachers at Bay Park with a process for working together to achieve school goals. Currently, participation in a district project (Leadership in Accountability Demonstration (LAD) Schools) has provided a structure and focus for organizing a once disparate set of assessment projects and committees. A committee made up of teachers and parents meets regularly on issues related to curriculum, instruction, and assessment. Other committees deal with issues of parent and community involvement, technology and student well-being. Each of these committees reports monthly to the site Governance team. Grade level teams also meet to plan instruction and share assessment strategies.

Over the last four years, teachers at Bay Park have participated in a variety of district sponsored (and CAC supported) alternative assessment pilot projects representing local, state and national efforts. These include the Stuart Foundation's language arts and science project, the New Standards Project, the California Learning Record, and the LAD/Alliance Schools. Each project has had a slightly different approach to assessment development, but collectively teachers have worked on portfolio designs;

development of standards, learner outcomes, and indicators; curriculum-embedded performance tasks; on-demand "CLAS-like" prompts; student observation schemes; and scoring processes. In addition, the current and past principals encourage and find funds for teachers to attend a variety of alternative assessment and other staff development opportunities in the district, county, and other locations.

II. Research Rationale and Plan

As part of ongoing research for the CAC, FWL was invited by San Diego City Schools (SDCS) to investigate Bay Park's assessment development efforts. The district had been following Bay Park's involvement in a variety of district and CAC supported projects and felt that the school had been working to coordinate the various projects into school-wide implementation of an assessment system. The research at Bay Park is intended to inform the district of how other schools may go about moving from a project focus to school-wide implementation of an alternative assessment system, and to provide Bay Park and others CAC partner sites with recommendations for future refinements and planning.

Research Questions

The major research question of this study is as follows:

> **How does a school move from isolated teacher experiments with alternative assessment strategies, to participation in a variety of assessment projects, to a school-wide implementation of an alternative assessment system?**

Three categories of subquestions were designed to operationalize this open-ended investigation. The first category **(Perceptions of Bay Park)** focused on district and school perceptions of what is happening at the school. Where possible, we gathered evidence in the form of assessment-related products being developed and used school-wide to validate these perceptions. A second category examined the strategies and activities that have promoted a **Process for Change** at Bay Park. Finally, the third category **(Future Needs)** required the school staff to reflect on their progress to date and make suggestions for what additional efforts will be necessary to fully implement a school-wide assessment system.

Method and Analyses

Interviews and artifact collection were the primary methods of research for this project. In addition, FWL's involvement and attendance at many SDCS/CAC pilot project meetings in the two and one half years prior to the research provided critical context for the professional development opportunities engaged in by Bay Park staff.

Interview Sampling

Several weeks prior to the interviews, the principal was invited to be interviewed and asked to recruit volunteers to participate in the research. FWL staff requested that the volunteers include teachers from a range of involvement and experiences in the CAC and other district and state assessment development efforts. The principal suggested, and the researcher agreed, that a parent representative from the school-site committee should also be included. The eight teachers who volunteered represented grade levels (K-5) and several school programs (sheltered English instruction and learning handicapped and special day class special education programs). Six of the eight teachers had participated in at least one CAC supported project before. The two remaining teachers have attended alternative assessment workshops and conferences within and beyond the district, one attended the CAC conference in October 1993.

Interview Procedures

The interviews with each participant were carried out by the same FWL researcher over a two-day period in early 1994. Each individual interview lasted from 45 to 75 minutes and was audio taped for later transcription. The principal volunteered his office as a place to conduct the interviews. Though adjacent to the main office, this room proved to be quiet, comfortable, and convenient for the interviewees and interviewer alike.

The interview questions were open-ended and interrelated. Often the interviewee's response to an opening question supplied information for later questions. The researcher monitored the interviews carefully to insure that all topics were addressed but was flexible in the sequence of questions. This created an atmosphere of discussion and conversation, rather than a forced question/response format. A copy of the interview protocol is included in Appendix A.

Artifacts Collection

Prior to the interview, school personnel were asked to bring assessment or instructional artifacts to be used to spur conversation or provide concrete examples during the interview. At the close of each interview, the researcher recorded a list of artifacts shared and later requested copies of these materials. A copy of the letter to the principal requesting these artifacts is included in Appendix B. Samples of artifacts referred to in this report are included in Appendixes C & D.

Names have been removed from artifacts to protect student, parent and teacher privacy and individuals referred to in quotes have been renamed to assure confidentiality.

Analyses/Approaches to Data Reduction

Each interview tape was transcribed verbatim and examined for differences and similarities in processes and events described by each participant and for major themes, issues, or challenges tied to the research questions. Collected artifacts were sorted and catalogued according to the type of information provided.

III. Findings

The findings section of this report is organized into two parts. The first part summarizes interviewee responses to the three categories of questions that inform the research. The second part briefly describes the artifacts collected and provides an analysis of their quality.

Part I – Summary of Interview Responses

Perceptions of Bay Park

> ***Oh my God, they've really got a misconception of what's going on here...***

The opening to the first question of the interview stated that the district perceives Bay Park as a school that has moved from teachers involved in isolated assessment projects to a school-wide implementation of a new assessment system. Teachers at Bay Park were somewhat reluctant to agree with this perception, generally stating that they have been doing a lot, but it is far from complete. The quote above was spoken with some shock attached, but was quickly modified with the following.

> ***I guess when I think about all the meetings I've been to across the district, I realize we are ahead of many schools. This work takes a long time, many years ...***

All those interviewed agreed that they had invested a great deal of time and energy over the past six or more years with restructuring efforts that had been brought together with an assessment focus. They also agreed that there are a number of assessment tools in place throughout the school. Many of these techniques or tools came from CAC-related projects. Teachers have developed strategies such as observation schemes, conference techniques and narrative reports to parents from the CLR project, open-ended performance tasks from the Stuart Foundation, and portfolio reflection techniques from other CAC-related efforts. Other tools from a variety of district and other sources included journals for capturing mathematical thinking or reflective writing; student friendly rubrics for use by students in assessing math and oral presentations; kindergarten narrative report cards and skills screening forms; and parent reflection response forms. Some subset of this assortment of tools is being used by individual teachers and some are shared across grade level teams.

Defining "School-wide" Implementation

In contrast to these individual and perhaps project-based strategies, two efforts are underway school wide -- development of "CLAS-like" tasks for language arts and grade level specific portfolios.

"CLAS-like" Tasks. For some time, Bay Park has not had a single assessment tool that provides similar data for every student every year. The district has required standardized achievement testing of Chapter 1 students, voluntary integration students, and all fifth graders, but this accounted for only a small percentage of students. Teachers and parents were interested in having more systematic data on all students each year. In response to this need, in the 1992-93 school year Bay Park compiled a list of grade level objectives and asked teachers to use available publisher produced end of unit tests and other sources to document student progress toward them. Labeled by teachers as the infamous "red books," these lists of objectives seemed too skill-oriented for some teachers and not well integrated into a systematic package.

> ***Last year we needed to have objectives for our single site plan. The ones that had been in place for two to three years were woefully outdated. Last year we developed a whole new series of objectives in language arts and math. We had nine objectives in language arts and three to five in math. They've become known as the infamous red books. Teachers did a beautiful job collecting documentation on all these objectives. We asked ourselves at the end of the year, "What did this tell us?" We decided that it really didn't tell us enough. It didn't tell us what our students were doing and how they were doing it. It was too fragmented. Each objective is isolated from the other. So we decided we wanted to pull everything together this year.***

Dissatisfaction with the "red books," but a need for consistent information on student progress in some essential areas led the staff to design their own assessment system. Grade level teams set about developing integrated language arts tasks modeled after the fourth grade assessment used by the CLAS. Instituted in 1993 by the California Department of Education (CDE), CLAS tasks require students to read and respond (individually by writing or discussion in small groups) to grade level appropriate and challenging literature selections. The school hopes that their home-grown versions of these tasks will become a replacement for standardized testing required by the district and Chapter 1 regulations and have filed waivers to bring this about.

In addition, teachers at the school felt that developing their own "CLAS-like" tasks for all grade levels would insure that students have multiple opportunities with this type of instruction and assessment prior

to the state assessment in the fourth grade. Teachers commented that it was not just the fourth grade teacher's responsibility, but the responsibility of the entire school to prepare students to do well on these assessments.

Grade level teams met during the late Fall of 1993 to review the fourth grade CLAS tasks offered as samples by the state and to determine how they could be modified for Bay Park's uses. Consistent with the CLAS format, each Bay Park task requires students to read (or listen while another reads) and then respond to (in writing with illustrations, or by discussing with other students) a grade level appropriate literature selection. Upper grade tasks are very closely aligned with the CLAS format utilizing many of the same response formats (e.g., open-mind diagram, notes in the margins, etc.) and open-ended questions. Upper grade teachers chose to use several literature selections that did not end up in the state assessment, but have been widely circulated as good examples (e.g., "Stone Fox"). Since the CLAS tasks were designed for grades 4, 8, and 10 and require a certain level of sophistication in reading and writing abilities, primary teachers at Bay Park opted for different formats and questions which they felt were more appropriate for their grade levels.

Following site Governance team approval, the tasks were administered in January 1994 with a planned post-test in late May. Scoring rubrics for these tasks are in development and will be constructed based on CDE's CLAS rubric and performance levels, as well as other models from a variety of district projects. Appendix C supplies samples of each grade level task and Part II of the Findings provides a discussion of the quality of these tasks. The closing of this report offers some recommendations for revision and scoring.

Grade Level Portfolio Models. In response to a district-wide mandate for K-3 language arts portfolios, the school is in the process of designing portfolios for grades K-5. Many teachers at the school are already using portfolios in individual classrooms, so the grade level portfolio models are being grounded in existing practice. At the time of the interviews, grade level teams were discussing types of student work samples or artifacts and how many pieces were to be included in the portfolio for each grade. Bay Park plans to pass on portfolios to subsequent teachers as students move through the grades and into middle school.

Process for Change

A number of factors at Bay Park have helped to move toward school-wide assessment reform. A few topics including teacher experience and professional development opportunities, school climate (e.g., collegial inquiry and principal's leadership), timing of district support and structures, and parent involvement are described below.

I think this whole thing started out when we had a principal, who said, "What I'm hearing you say is you're dancing as fast as you can so there has got to be a better way to dance. Let's see if we can figure out a better way to dance."

Teachers at the school have participated in a wide range of professional development activities related to restructuring for as long as eight years. For the past few years, it has focused almost exclusively on alternative assessment use and development. As mentioned above, many teachers from the school have participated in a variety of district and CAC supported assessment development efforts and are using many of the strategies in the classroom.

Based on these experiences and others, teachers reported that they are now more selective in what activities they attend and they feel as if they know more than most presenters on the topics. Grade level team meetings focus on relationships among curriculum, instruction, and assessment.

The school has a reputation for top-notch teachers where colleagues are used as resources rather than relying on outside assistance. The school climate and structures allow teachers to be conscientious about sharing information at the school following a conference or project participation. The atmosphere of collegial support is evident in teachers' commitment to put in time and energy despite feeling that the work is never ending. Many teachers interviewed remarked that the school is different from other places they have taught at, in that they do not just close the door and "do their own thing." They explained that they have spent years building a sense of trust and commitment with each other that results in a climate where concerns can be expressed without feeling combative, and decisions can be made through consensus.

The current and past principals have played major roles in facilitating the school's work in assessment. Each has provided a collaborative management style, made resources available to teachers, and encouraged and provided release time for conference and workshop attendance.

The school's use of site-based management strategies, committee work, and grade level planning are restructuring efforts that require supportive leadership from teachers and/or principals. At Bay Park, the responsibility of this leadership is offered to teachers with support from the principal to carry it out. Each of the two principals who have supported the work at Bay Park has built consensus among staff for a vision of assessment reform. This vision is pursued as they seek out opportunities for staff school-wide to learn what is necessary to be an integral part of the effort.

In addition to the growing expertise of staff and coordinated management processes, key events at the school aligned with district and state reforms have aided Bay Park to bring its assessment efforts together.

> ***Our internal organization, involvement in Leadership in Accountability Demonstration (LAD), and going through the Program Quality Review all came together at the right time. We had quite a bit of training in those concepts. Individual teachers had some background in the various projects they worked in. So now we are trying to develop a comprehensive site plan and we have to frame it in terms of standards, outcomes and student behaviors.***

In the summer of 1993, the new superintendent of San Diego City Schools unveiled a package for district-wide reform that linked five design tasks and sixteen expectations for students (see Appendix E for the district-produced document). The design tasks and expectations emphasized many of the efforts that were already underway at Bay Park, particularly links between curriculum, assessment and instruction, accountability and assessment, and methods for documenting student progress.

At about the same time, Bay Park began to plan for its state required Program Quality Review (PQR). The PQR process had recently been revamped by CDE to emphasize school self-evaluation using student work samples as evidence of self-determined goals. Bay Park staff used the newly announced district expectations as a framework for determining essential questions for the PQR. Bay Park's PQR essential questions included:

- What evidence do we have that students respond to reading by publishing and displaying individual and class projects?
- What evidence do we have that students share written, dramatic, or graphic responses to the literature that they have read or heard?
- What evidence do we have that students' work is collected in a portfolio, the overall content and purpose of which is determined by site or grade level teams?
- What evidence do we have that students read with increasing fluency?

Concurrently, Bay Park became one of the district's LAD schools designed to build expertise in assessment and accountability strategies. A major LAD goal is to use this small set of schools to help others in their district clusters institute change in the future. Together, these three efforts linked Bay Park's assessment projects into a school-wide plan for designing the "CLAS-like" tasks and portfolio models. Further, the principal reported that the LAD project's ongoing professional development activities for a small team from Bay Park helped the staff to continue to build expertise on portfolio design. In addition, LAD involvement helped staff build a common language for understanding assessment terms such as content and performance standards, learner outcomes, observable student behaviors, and benchmark products which serve as evidence of student progress.

> ***So now we have these** [district] **content standards. We are developing learner outcomes, observable student behaviors, and benchmark products that make sense for Bay Park. Because of the training we had through LAD these concepts are not foreign to us. They're not easy for anybody, but at least they are not foreign to us.***

LAD involvement was credited during the interviews as the thread that tied everything together.

> ***In each of these** [CAC and district supported] **projects, one, or two, or three of these teachers would do something in their classroom, or with another teacher's class, but it wasn't going beyond that. When we decided to become a LAD school, we further refined our process. We clarified our thinking and understood the importance of assessment as it related to students, to staff, to parents and the communities' involvement. Everyone has a part in it. So we made a commitment through LAD to pull all these pieces together and keep the ones that made sense to us.***

Finally, parent involvement through site-based leadership has helped build community consensus and support for change. The parent who serves as chair of the site Governance team remarked that the school has done a great deal to build community involvement and understanding of the new assessment efforts. Parents were involved as critical players when the school was contemplating applying for a waiver from standardized testing and using "CLAS-like" tasks as a replacement. The decision process took a great deal longer than the school staff expected because of some resistance from parents who feared they would not have reliable and valid information on the students. But following a number of discussions, the parents became confident that the new assessments would provide them with information that was a more accurate reflection of the curriculum.

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In order to make an educated decision I didn't want to just listen to what staff had to say, and answer, "Oh, okay you want it, lets go with it." The other parents that are on the site Governance team feel the same way, very strongly. We want to make an educated decision. We take our responsibility very seriously and we feel that if we are going to make the school accountable, we have to be accountable too. We told the staff, "It sounds odd. Sounds like something we don't want to be involved in. Sounds like a hair brained idea. Talk us into it. Sell us on the idea." We devoted an entire three hour meeting to it in December. The teachers brought information to us. If teachers want to do something like this, the way Bay Park is set up, they absolutely have to come to the site Governance Team, because we feel that parents have to have input on this. Bay Park does not run site based management whenever we feel like it. It's not like, "Well, let's not bring it to the site Governance team because they don't really need to know about it." Everything goes through the site Governance team.

Teachers at the school have developed a number of assessment tools that parents are already using to better understand their children's progress. Several teachers send portfolios home for parents to review, discuss with students, and write their own response to the student or teacher. These strategies can do a great deal to communicate the school's expectations to parents, but teachers reported that some parents are uncomfortable with some instructional ideas and emphasize basic skills in their responses to teachers. Samples of parent portfolio reflections in the artifacts collected reveal this skill focus (See Appendix D). Other teachers expressed concern that even when they do a great deal to educate the parents, because they have a highly mobile student population, they must be vigilant and constantly work with parents who are new to the school.

So you are assuming that you have educated all these parents, but then you have a whole new crop of parents. So unfortunately it is not a one shot deal. It's something you have to keep doing. One of the ways I've discovered this is that a lot of parents are saying, "But I want the letter grade. That's the way it was when I was a kid. I can understand a C. I can understand an A." Of course we haven't given C's and A's for years. But they equate whatever that number on the report card is with a C or an A. They're not as comfortable with it. They are not comfortable looking at their child's work and knowing what that is. Which makes sense, they are not educators.

Other teachers remarked that, even with consistent reports and requests for parent response, some parents are not following through. One teacher noted that she gets the least response to portfolios from students who need the most guidance and assistance from home, and the most help in the classroom.

What Next? Suggested Next Steps

Throughout the interviews, participants made recommendations for how Bay Park should continue to implement assessment strategies school-wide. The most common recommendation was a request for more time. Even in a supportive environment like Bay Park, teachers are overwhelmed by how much time is necessary to meet, plan, and carry out their assessment and other plans. The evolving nature of this systemic work takes an enormous amount of time to learn, reflect, discuss, and make decisions. Task design requires constant trial, review, and revision. Site committee meetings and grade level meetings are only the beginning of what is necessary.

The current daily and weekly schedule does not allow teachers to fully share what they have learned in their own classrooms or from outside the school. Even though there have been some opportunities for teachers who have been to presentations on assessment or have participated in ongoing district or CAC projects, teachers wished there had been more time available to hear what others have learned. Teachers remarked that this was especially true for some primary grade teachers who seemed to have had less exposure to assessment strategies and, in some cases, instructional strategies that are well aligned with the assessments currently being designed and used at the school.

Even in settings like Bay Park where there is a great deal of buy-in and enthusiasm for change, some individuals will always be resistant. Teachers described this as rare at Bay Park, but worried that some may be saying "okay," but not really understanding the complexities of the assessment tools, nor fully capable of implementing instruction that would prepare students to produce high quality writing, math projects, or rich discussions of literature.

A few others expressed concern for how the new assessment tools would be used with certain students. For instance, second language learners and some of the students in the "learning handicapped" program may not be able to read the selections or write their responses. Even with group work components and the use of pictures and diagrams in lieu of writing, some teachers feared that many students would not be able to express what they learned using the CLAS formats. Because an individual product is required and administration is somewhat standardized, teachers are not allowed to assist students in a more natural classroom situation. Even though the teachers want to know what students can do on their own, for some students, working without routine assistance from teachers is difficult.

Finally, some teachers expressed concern about the multitude of projects in place at the school and the layers of expectations coming at them from the school, district, and state. While some felt that all the projects were coming together through the LAD involvement, others felt that the district may be working on other things that may ultimately conflict with their work. Others were concerned about the time invested in creating rubrics and other tools, and wished that someone would just "hand one over."

Part II -- Analysis of Artifacts

The analysis of artifacts focused on the quality of "CLAS-like" tasks and grade level portfolio models. The portfolio elements are still in development and the first set of "CLAS-like" tasks are of mixed quality. In general, much of the work to date seems disconnected from specific standards for student learning. Three of the four PQR essential questions create general expectations for different types of student products that might be evidence for student learning, but reading fluency is the only actual student outcome given.

The CDE-developed CLAS tasks are intended to assess meaning-making through reading as defined by the students' ability to demonstrate understanding, make predictions, make connections to prior reading or experiences, draw inferences, and use evidence from text to support their conclusions. In their discussions of the Bay Park tasks during the interviews, teachers emphasized the activities students would engage in rather than the content and strategies to be assessed, a common problem for teachers involved in many assessment development projects. Teachers were not asked to define what the "CLAS-like" tasks at Bay Park were intended to assess, but the tasks for primary and upper grades seem to be assessing very different aspects of meaning-making as defined by the CDE.

Primary grade teachers reported difficulties producing tasks modeled after those designed by the state for upper elementary and secondary students. Some felt that the writing requirements of the CLAS format were developmentally beyond their students. Therefore, what was developed is very similar to instructional activities typical of the primary grades (sequencing) rather than rich, meaning-centered tasks. The tasks for grades K and 1 required students to sequence events in a familiar story with an uncomplicated plot. The first grade story, "Rosie's Walk," includes a set of events that could occur in virtually any order (except for the culminating event). Asking students to recall an arbitrary sequence hardly seems to supply evidence of meaning-making. In contrast, the Kindergarten story, "The Carrot Seed," has a sequence of events that relate to the process of growing a plant and therefore represents a more valid effort at assessing meaning-making.

The second grade task asks students to describe what happens at the beginning, middle and end of the story "A Nightmare in my Closet." Again the emphasis is on sequencing events, but students must make some decisions about the events in relation to concepts of time.

Following the retell, each of the K-2 tasks asks students to make predictions. For grades K and 1, students describe what might happen next; and for the second grade, what they would do if a "nightmare" came out of their closet. These extensions provide the most complex meaning-making assessment and scoring should focus more fully on these aspects relative to sequencing.

In the future, K-2 teachers may want to consider other aspects of comprehension or meaning-making than sequencing. For instance, very young students have developed some sense of story structure and can discuss story elements (characters, setting, plot, problem/resolution, and even theme). A meaning-making task might be to draw a favorite character and explain why he or she is a favorite; or, to draw the most exciting part of the story and explain why. The selected books for grades K and 1 are suitable for sequencing, but there are many other literature selections enjoyed by young children (and found on the state's recommended reading lists) that are more amenable to meaning-making as described above (e.g., the "Tale of Peter Rabbit" and "Where the Wild Things Are").

Tasks designed for grades 3-5 represented a big leap in the complexities of texts used and the expectations for student products. These tasks used the CDE CLAS formats verbatim and invited students to take notes while reading (a complex effort for third graders), sort out the feelings of characters, discuss issues raised in the story in a small group, and write an extended essay that presents one or more sides of an issue.

The third grade task used a text on the underground railroad called "The Drinking Gourd." The text included dialogue in historic Black English and may have posed some problems for some students (particularly second language learners) who may be unfamiliar with this grammar (e.g., "you never heard about that neither?" and "we valuable property").

A header on the top of this task noted that it was recommended for use in grade two for CLAS practice with persuasive writing, but the two third grade teachers interviewed had different perceptions of its appropriateness for their students. One felt that her students had many opportunities to read, discuss, and write and had little difficulties with the format and text. The other teacher was concerned that the task was asking students to make abstractions beyond their developmental level, particularly through writing.

The grade 4 task is a familiar example offered by CDE as a practice CLAS assessment using the "Stone Fox" text. The fourth grade teacher reported that she liked the task but felt her students could use some more practice with the format before she administered it. Therefore, she developed another task using the exact same format for use with "Sedako and the Thousand Cranes." This text has similar themes to "Stone Fox" (loss of a beloved friend, belief in triumph over adversity) and the teacher felt that her students understood the text in some depth and could make connections to their own personal experience.

The fifth grade task again used the CLAS format verbatim for the text "Carrying the Running-aways." The CLAS format, text, and expectations for a written product (an essay that contrasts slavery and freedom) seemed well-suited to the grade five curriculum and students' developmental level.

Determining the features of student work that exemplify a strong performance and developing rubrics for scoring each of these tasks will indeed be a challenge without more clearly articulated standards. Teachers will need to examine student work and pull out examples of strong performances and define what makes them strong. For the primary tasks, teachers may want to focus on the kinds of predictions students make rather than their ability to sequence. A rubric that sorts students by how many events are correctly sequenced would not be helpful in the long run if Bay Park wants to look at progress over a period of time. Key aspects of meaning-making will need to be defined in general and then specified for each task.

Because the portfolio models are still in development, little can be said about their quality. During the interviews, teachers commented about the types of student work samples that may be included. However, no one talked about what the portfolio was intended to assess. The recommendations below offer some suggestions for linking portfolio entries to consistent standards.

IV. Implications and Recommendations

Based on the interviews and artifacts, it is clear that Bay Park has accomplished many of its school-wide assessment goals. Many teachers have become experienced users of assessment tools, parents are included in the decision-making process, and the school has a vision for where it wants to go. A few recommendations are offered as next steps.

Operationalizing Standards

An overarching recommendation has to do with articulating expectations for student performance. Other than general PQR goals, there is little evidence that teachers have come to consensus on what students should know and be able to do at a given grade level, across the curriculum and across the grade levels. The district has begun to define content standards in language arts (see Appendix F) and corresponding learner outcomes, observable behaviors, and benchmark student activities and products. These documents could be used for discussion at Bay Park for operationalizing what the portfolios are to assess and which aspects of meaning-making the "CLAS-like" tasks are intended to capture. The district content standards 4 and 5 may offer an appropriate starting point for defining what is meant by meaning-making.

Revisions and Scoring of "CLAS-like" Tasks

This sort of analysis of standards will undoubtedly lead to revisions of the "CLAS-like" tasks. As mentioned earlier, the primary grade tasks may not be rich enough to capture the meaning-making that young children are very capable of demonstrating. The district's suggested observable behaviors for content standard 4 offers additional ideas for going beyond sequencing to creating a full text of their own.

The upper grade tasks rely too heavily on the CLAS format. Students will grow increasingly bored with the "open-mind" format, and the same types of questions will become contrived and canned with overuse. If these tasks are to be given twice each year and teachers are committed to creating additional tasks for practice, students will need a great deal of variety in the formats. Primary and upper grade teachers may want to investigate resource materials from the California Literature and Writing Projects for additional instructional ideas that may be transformed into tasks.

Scoring the "CLAS-like" tasks will be difficult and unreliable without teachers first defining what each task is intended to assess. Broad descriptions of meaning-making will be a good start for a general rubric based on that offered by CDE and CLAS or district generated rubrics. Each grade level team (with input from other grades) will need to define what each level of performance in the general rubric looks like for their particular task by pulling anchor papers as exemplars of each level. Anchor papers can be saved for

use with the next round of tasks to insure that the expectations are still appropriate when students have had more practice.

There are a few generalizability issues Bay Park may want to consider for the "CLAS-like" tasks. It seemed that Bay Park planned to use the same tasks twice each year. This fall to spring pre/post design simplifies task development and insures that tasks are generalizable; however, the staff may want to consider student familiarity and boredom factors. On the other hand, if two different tasks are used in the fall and spring it will be difficult to insure task generalizability unless some sort of counterbalanced or split design for administration is used. Such split designs often pose logistical problems for teachers.

Standards Driven Portfolios

The grade level portfolio models are still in development, so a few recommendations may be very helpful. First and foremost, the school should clarify what it is that the portfolios are intended to assess. Again, the district content standards are a good starting point for discussion, but Bay Park teachers will need to determine what these standards look like at each grade level. Some initial questions to discuss may include: What is meant by effective reading? What does integrating reading, writing, listening, and speaking look like? How do students construct and clarify meaning while reading?

A helpful approach to defining these standards has been used in other CAC projects. Teachers bring samples of student work to a grade level or other team meeting and use post-it notes to indicate how the piece provides evidence of a given standard. Carrying out this type of discussion over time helps teachers to build a knowledge base of what strong performances look like, and the kinds of instructional opportunities that allow students to produce the evidence.

This type of discussion will lead to portfolios designed around intended student outcomes rather than sets of prearranged products. Once the outcomes are known to teachers, they can define them in student terms so that students can be involved in the selection process.

Self-Assessment for Students

Some teachers at Bay Park have already made a commitment to involving students in peer and self-assessment. Strategies like journals, student-friendly rubrics, and letters to parents describing progress are excellent means to this end. But more teachers will need to learn these strategies before it is a school-wide practice. The school should continue to find additional ways to make expectations for performance clear to students. This will help build student capacity to be diagnosticians of their own learning and use performance data to set their own learning goals, aligned with school expectations.

Building Teacher Capacity

The school should continue involvement with district projects and build in more opportunities for participants to share what is learned with the whole staff. This information is critical to making school-wide decisions about standards, "CLAS-like" task revisions, and portfolio models. The school should provide more opportunities for grade level and cross grade teams to share and discuss student performance. Teachers at some grade levels did not see the other grade level "CLAS-like" tasks. Conducting the development work at grade level teams is crucial to insure teacher buy-in and developmentally appropriate tasks, but cross-grade discussion is also imperative to insure articulation of the consistent expectations from K-5.

As noted above, some teachers said they had to teach in the "CLAS-like" task style prior to its administration. While this may have been done in some classes to insure that students were familiar with the format, other teachers felt that students needed practice doing the kinds of writing or small group discussion required. Bay Park appears to have some teachers who need to build capacity to teach these strategies routinely. While many teachers are involved and have a great deal of subject matter and instructional strategy knowledge, more work is needed to fully articulate and define expectations for students at Bay Park aligned with district content standards. Finally, inservice should be provided to teachers to improve their ability to integrate instructional and assessment activities. This will help ease the time crunch reported by many teachers.

Parent and Community Involvement

Bay Park is making headway in communicating with and involving parents in school decision-making. The school should continue to educate the community about school and district goals that redefine literacy beyond basic skills and develop additional opportunities for parents to reflect on student work and participate in decision-making activities.

Balancing District and School Agendas

Bay Park teachers have been involved in some kind of reform efforts for at least eight years. They are continually modifying governance structures, committees, and programs for students. This ongoing effort is tiring even for the most dedicated staff and is even more frustrating when school and district agendas are perceived as conflicting. In San Diego City Schools, many projects and agendas are being juggled artfully, but Bay Park needs to continue to focus and refine its work to insure that teachers do not give up hope of reaching valuable goals. The LAD project involvement seems to be key to coordinating the work, but LAD second phase plans call for existing participants to assist new schools with their own assessment and accountability efforts. This goal may pressure Bay Park to take on more responsibilities

for others and use precious time for work outside the school. While teaching others is often the best means for learning, Bay Park staff may want to continue to focus their efforts at home for a while longer.

APPENDIX A

Interview Protocol

Bay Park Elementary School

Interview Script

Opening:

Thank you for agreeing to participate in this interview about your involvement in and perceptions of Bay Park's work in alternative assessment. I would like to hear about your own personal experiences developing and using alternative assessment strategies and your perceptions about your school's efforts in general.

Your comments will assist FWL and the CAC in understanding how alternative assessment practices are implemented in schools and districts. Your responses are confidential -- we will not report your comments or inform your district of your personal views; or use your name without your written permission.

I see that you have brought some examples or samples to share with me today. Please feel free to refer to them to make your points as concrete as possible.

I would like to audio tape our interview today. Is that alright with you? The tapes will be transcribed and then destroyed so that your anonymity is protected. Do you have any questions at this point?

I. Perceptions of Bay Park

Bay Park has been described as a school that has moved from an isolated cadre of teachers dabbling in performance-assessment strategies, to district supported assessment projects, to full school implementation of assessment tasks and procedures for all grade levels.

What do you think about that description? Do you feel it is accurate? Why or why not? Please describe some examples.

Prompts

How would you define "full school implementation"?

Would you please describe the types of things that are happening school wide?

II. Process for change

Many schools we work with still seem to be piecemeal assessment efforts with just a few teachers working on their own.

What has happened (is happening) at this school to make your assessment work more coordinated?

Prompts

What preparation or opportunities have you personally had to be a part of or contribute to this change?

In what ways has your work with students contributed to this change?

How has school level leadership supported or interfered with this process?

What else will need to happen to fulfill the school's goals in the area of alternative assessment?

Closing

Are there any closing comments or questions?

If you don't mind, I would like copies of some of the samples you shared today. I will be contacting you (administrators) **/ your principal** (teachers and other support staff) **to make these arrangements.**

Thank you very much for your time today.

APPENDIX B

Letter to the Principal Requesting Artifacts

MEMORANDUM

February 9, 1994

To: Michael Lazard
Bay Park Elementary School

From: Andrea Whittaker, FWL

Re: Requested Artifacts Shared in Interviews on Feb. 7-8, 1994

Thanks for agreeing to compile artifacts to support the interviews conducted this week. Here is a list of the requested items. Student work samples will not be published or otherwise used in ways that will identify individual children by name. Please feel free to "white-out" student names or request parent permission if you like. Please give me a call if you need more information about any of these items. Thank you.

- **PQR essential questions**
- **"CLAS-like prompts" grades K-5**
  student work samples for "CLAS-like prompts" grades K-5
  (3 or 4 student samples per grade)
- **math journal student work samples (Carriedo-Lamb)**
- **Mrs. Heinz' 2nd grade portfolio model (Carriedo-Lamb)**
  (list of portfolio entries if predetermined, copies of 2 current student portfolios)
- **examples of surveys from the K-4 LAP (CCSSO) portfolio (Bacon)**
- **copies of kindergarten narrative report card (Reed-Grout)**

(3 or 4 student reports)

- **Kindergarten inventory form (Reed-Grout)**
- **Alcott portfolio model (Reed-Grout)**
- **copies of individual portfolio items from K portfolios (Reed-Grout)**
  (3 or 4 samples from 2 or 3 students)
- **District content standards (Lazard)**
- **Learner outcomes, observable behaviors and benchmarks for district content standard 4 (Lazard)**
- **Cranes" activity (Eto)**
  (3 or 4 student work samples)
- **Parent reflections on student work in "notebooks" (Eto)**
  (5 or 6 representative samples)
- **"kid-friendly" math rubric (Vignos/Bacon)**
  Presentation feedback form (Vignos)
- **Student journal reflections (Ranbarger)**
  (5 or 6 representative samples)
  Reading series rubric? (Ranbarger)

APPENDIX C

CLAS-Like Tasks: Grade Level Examples

CLAS-Like Tasks: Grade Level Examples

Kindergarden

Carrot Seed

Recall/comprehension Questions

1. **Read/discuss story**

2. **Questions**

    1. Who is the main character?

    2. Who are the other characters in the story?

    3. What did the boy's family say about the carrot seed?

    4. How did the boy take care of the seed?

    5. How was the boy different from the rest of his family?

3. **Re-read story a second time asking the children to watch for the sequence.**

4. **Assign the cut /paste page. These pictures tell about the story but all mixed up. Use at least 3 pictures to tell about the story order~use as many as you think makes sense.** (Teacher evaluates student work- puts work evaluation in portfolio.)

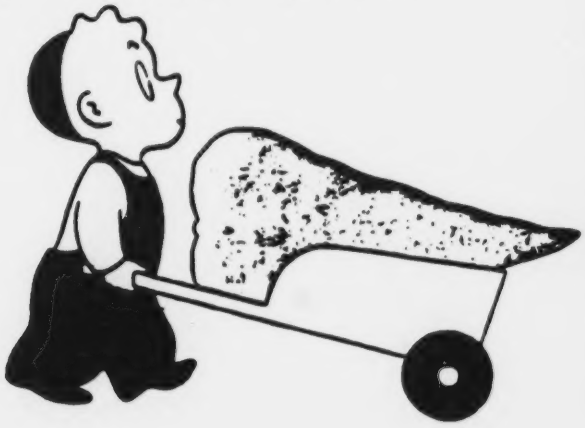
5. **Next day, partners show each other their work and tell the story using their sequence. Students may decide to make changes with the yellow stickies to make sequence more correct.**

6. **Next day, Students discuss what will happen to the carrot next after it was picked. Encourage diverse thinking.**

7. **Final student product: Children illustrate "What will happen next?" and dictate to an adult.** (Teacher scores student work and files in portfolio.)

NAME _____

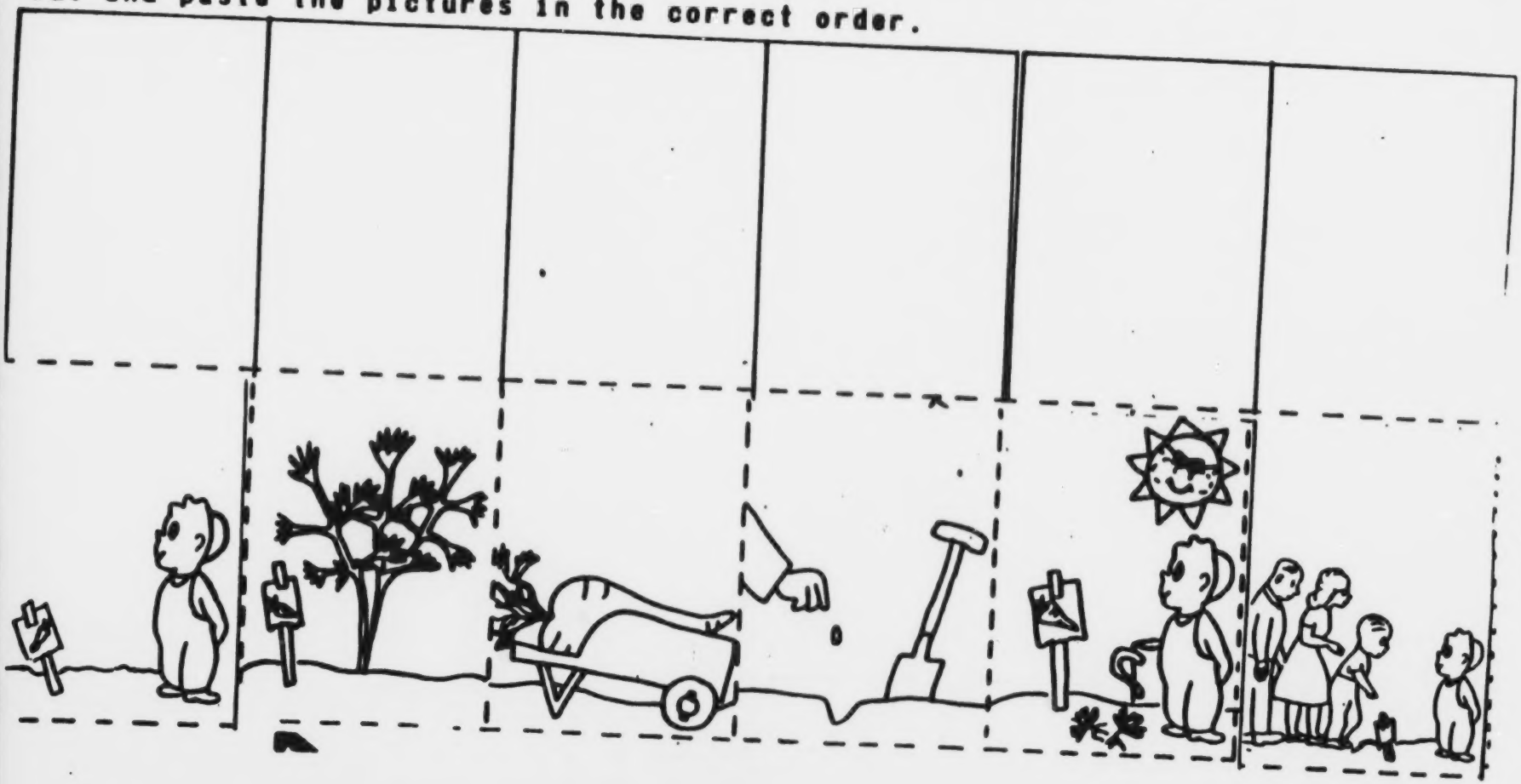
THE CARROT SEED
CREATIVE EXTENTION -STUDENT PRODUCT # 2
Directions:
Think about the huge carrot the boy carts away. Draw a picture showing what happens next to the carrot. Tell a story about your picture.

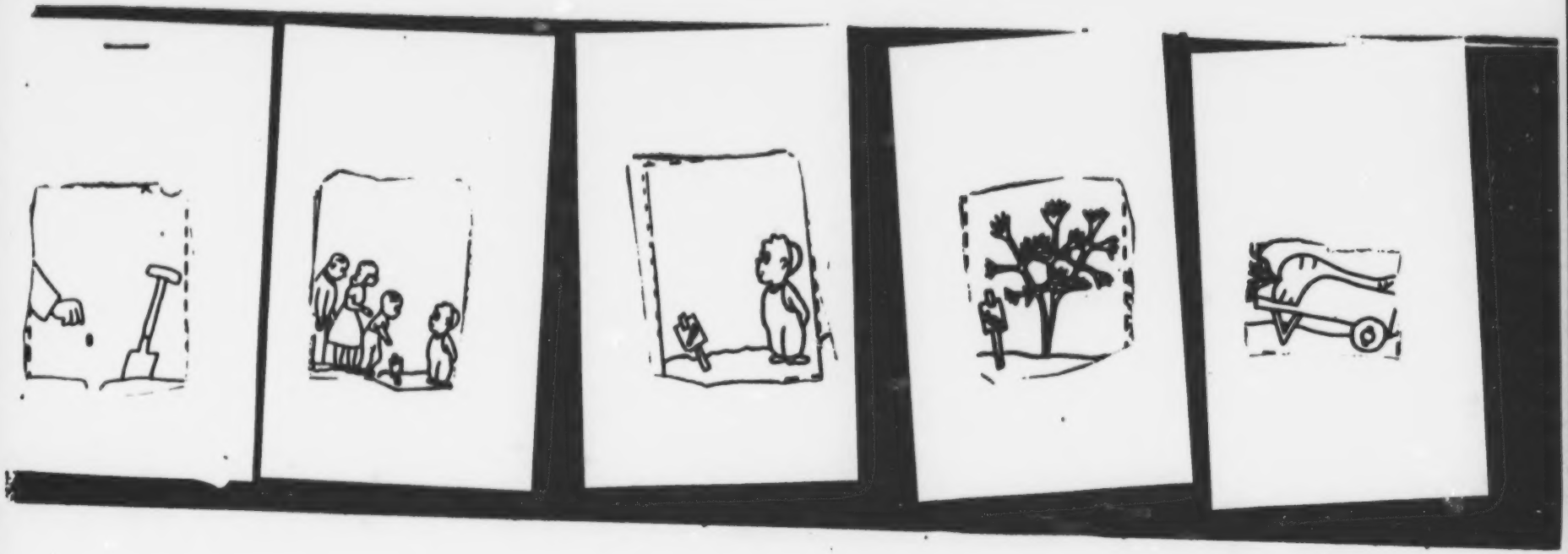


THE CARROT SEED

Name _____

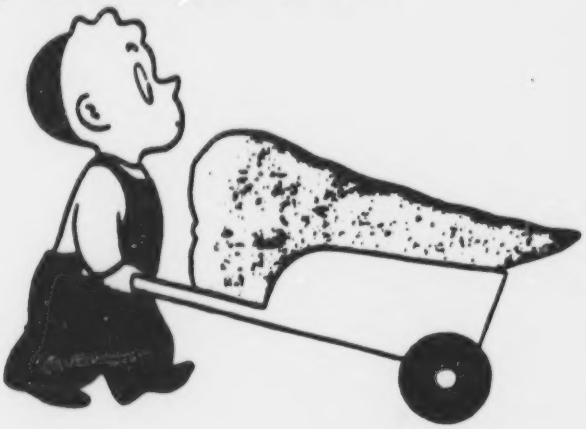
Cut and paste the pictures in the correct order.





NAME _____

THE CARROT SEED
CREATIVE EXTENTION -STUDENT PRODUCT # 2
Directions:
Think about the huge carrot the boy carts away. Draw a picture showing what happens next to the carrot. Tell a story about your picture.



"He made a big salad for his whole family. And his family said "Mmm, I love that big salad. Why dont you go get some more? =

CLAS-Like Tasks: Grade Level Examples

Grade 1

Grade 1

LANGUAGE ARTS PROMPT:

- BIG BOOK OF "ROSIE'S WALK" WILL BE "READ" ALOUD TO CLASS. SIX STUDENTS BOOKS ARE AVAILABLE FOR GROUP USE.

- STUDENTS WILL RESPOND TO BOOK BY MAKING A STORY MAP.

- STUDENTS WILL WORK WITH A PARTNER AND DISCUSS/ EXPLAIN THEIR STORY MAP TO PARTNER.

- STUDENTS WILL BE GIVEN A CHANCE TO REFINE THEIR STORY MAP AS A RESULT OF THEIR DISCUSSION WITH THEIR PARTNER.

- FINAL INDEPENDENT WRITING, STUDENTS WILL BE ASKED TO PREDICT "WHAT WILL HAPPEN NEXT?"

- The week prior to the testing, students will be given a chance to do a story map using the "train track" outline.

- For some students, responses may only be picture responses, for others, written text will be expected.

- Scoring rubric will be made after teachers have been given a chance to see what the students produce. Some criteria is to be expected: space between words, beginning consonant sounds, correct sequencing of story, comprehension of story, etc.

- Tentatively, "The Napping House" has been chosen as our choice for Language Arts prompt in May.

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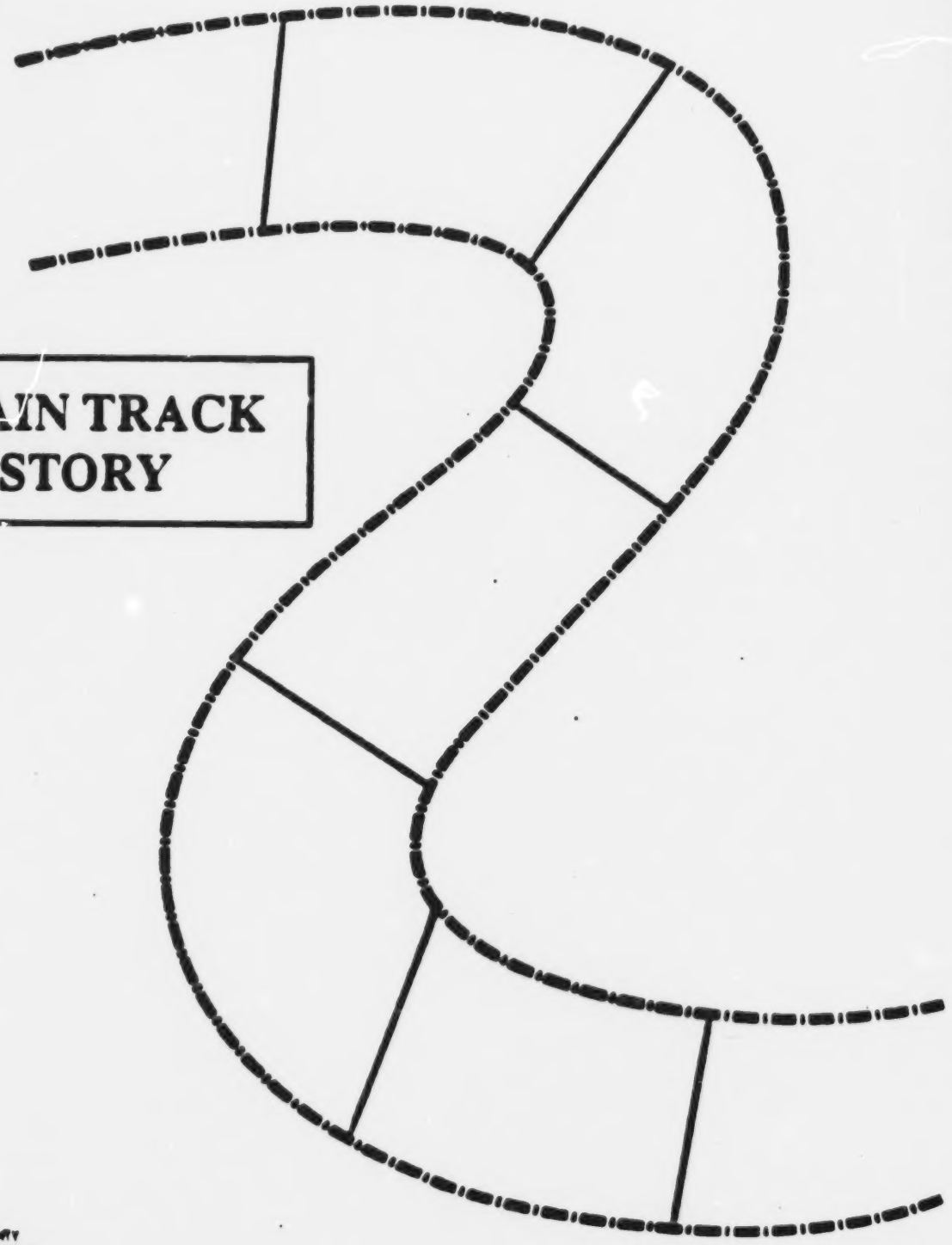
TRAIN TRACK STORY



The fox gupt and fell on to the bicke and fept
(jumped) (bike) (flipped)
off the bicke and the hen cep on woking then abrd
came soping done and pect up the fox and drop hem
(swooping) (down) (picked)
~~done~~ done and he fell dnne and the het he's hed
(back) (down) (down) (his)

CLAS-Like Tasks: Grade Level Examples

Grade 2

Grade 2

2nd Grade Writing Prompt

1. Talk about nightmares.

2. Read There's A Nightmare In My Closet

3. Retell the story in sequence on a story board with pictures and sentences (beginning, middle and ending)

4. Partner Talk - discuss ways to get rid of a nightmare and how would they feel.

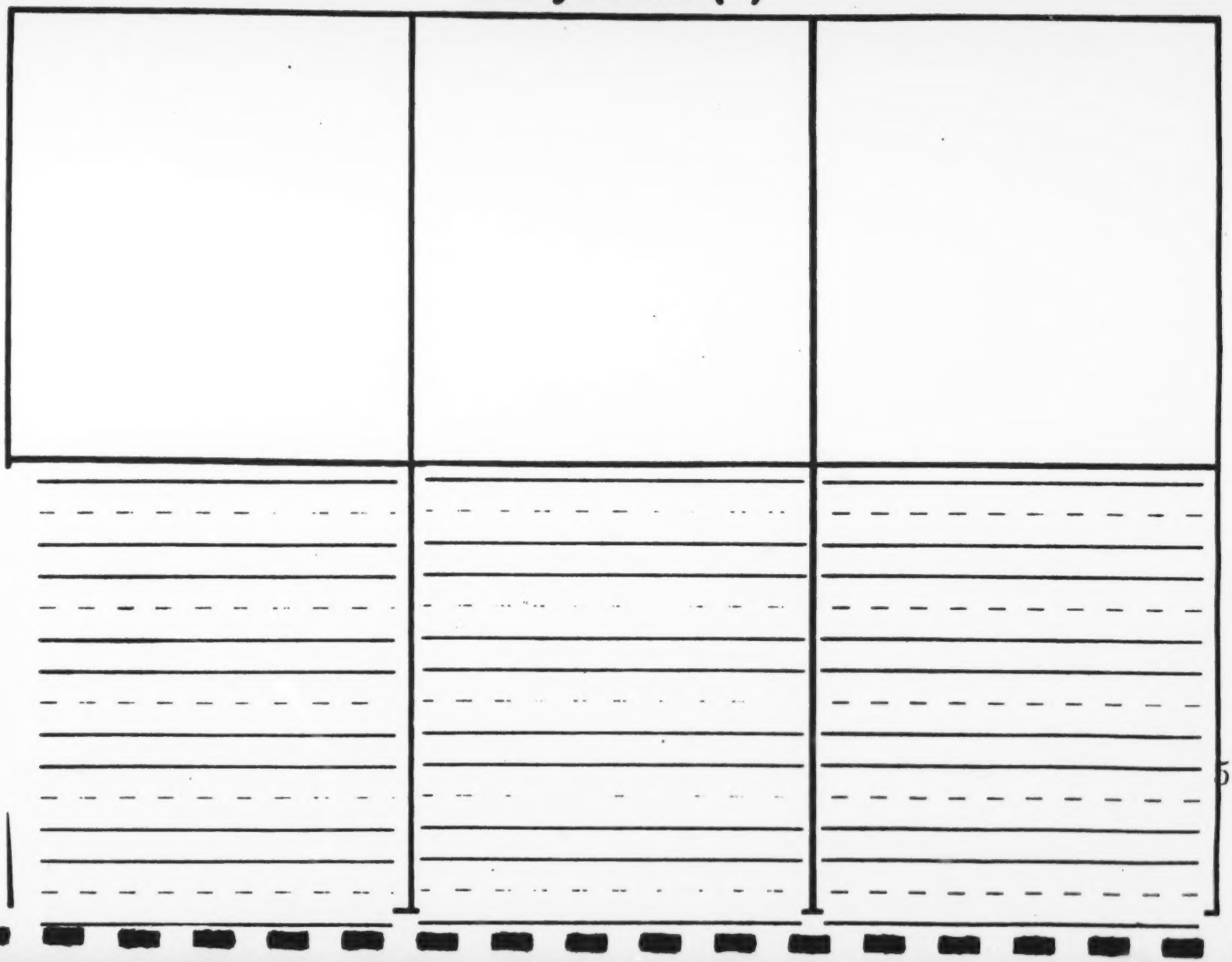
5. Story Board - Suppose a nightmare came out of your closet, tell what you would do.

6. Discuss their story boards with partners.

7. Review assignment - teacher will write 10 words for a Word Bank. Explain - we are looking for: 3★★★ sentences and a story that includes a beginning, middle and ending

Name_____

Storyboard (1)



RECOMMENDED FOR GRADE 2

CLAS PRACTICE
Persuasive

SECTION ONE

Reading

Title: The Drinking Gourd

Before You Read

In the years before the Civil War, thousands of slaves escaped to freedom, traveling on the Underground Railroad. If they crossed the border into Canada, they could not be captured by the United States marshals and forced to return to slavery.

Here is some information about the story you will read. It will help you understand what is happening.

In this story, The Drinking Gourd, we meet a little boy, Tommy, who finds a family of slaves hiding in his father's barn. For the first time, he realizes his father helps runaway slaves escape to Canada.

Reading Selection

Make notes about your feelings and thoughts as you read. You also might want to write questions at certain points in the selection. It will be helpful to underline words or sentences that you think are important or especially interesting to you.

The Drinking Gourd

On the Underground Railroad	**My thoughts, feelings, and questions about what I am reading.**
Tommy and Father sat in the wagon. Jeff and Vinnie and Little Jeff and Baby Pearl were hidden in the hay. They were driving toward the river. "I been a slave	

all my life, Tommy," said Jeff, sitting in the hay, "until two weeks ago. That was the day I decided we would run away to Canada on the underground railroad." "The underground railroad?" said Tommy. "Shoot, boy!" said Little Jeff. "You never heard about *that* neither?" "You see, Tommy," said Father, "the underground railroad isn't a *real* railroad with steam engines and tracks and cars. It's a secret group of people who believe slavery is wicked. They live in homes and farms like ours, stretching from here to Canada. Everybody in the group hides people like Jeff and Vinnie, helping them get away." "And they got *stations* on the underground railroad," said Little Jeff. "Like our barn!" said Tommy. "And they got *conductors*," said Jeff. "Like me!" said Father. "And they got passengers!" said Vinnie. "Like us!" said Little Jeff. "They call it underground," said Father, "because it's secret! Every bit of it *has* to be secret!" "You right," said Jeff. "We valuable property. My old master lost $2,500 when he lost us, if he lost a penny." "Then I'm sure he'll send some men to try to catch you," said Father. "So you get back down under that hay." "Nobody's going to catch me," said Jeff, "as long as I got my axe." Then Jeff and Vinnie and Little Jeff and Baby Pearl all hid from sight. "Tommy," said Father, "don't say a word to *anybody* about what happened tonight. Jeff's a brave man. I'd hate to see a brave man sent back to slavery. Promise?" "I promise," said Tommy. "Whoa, hosses,"

My thoughts, feelings, and questions about what I am reading.

said Father. "This is the end of the line. I have to find the boat now. It's hidden here on the riverbank." Father walked into the darkness. A whippoorwill called.

My thoughts, feelings, and questions about what I am reading.

As the story continues.....

As Tommy's father disappears into the bushes, a United States marshal and three of his men ride up to the wagon and tell Tommy they are going to search in the hay for Big Jeff and his family. Tommy "confesses" that he too, is running away. The marshals laugh, tell Tommy to go home, and ride away without searching. When the marshal and his men leave, Tommy's father comes out of the shadows and praises Tommy for his quick thinking. Tommy takes the wagon home while his father rows the slaves across the river to the next Underground Railroad station.

"Tommy," said Father, "I believe in obeying the law. But you and I *broke* the law tonight. The law says we were wrong to help Jeff and Vinnie get away." "I know, Father," said Tommy. "but can't you *change* that law?" "I've been trying," said Father. "We've been trying for years and years. Someday it *will* be changed. But right now the law says Jeff and Vinnie are another man's property --property same as a horse or a cow, property worth about $2,500." "But Jeff and Vinnie are *people*," said Tommy. "Yes," said Father. "That's why I can't obey that law. That's why I hate it. It's *wrong*!" Then he kissed his son good night and closed the door.

My thoughts, feelings, and questions about what I am reading.

After You Read

Now that you have finished reading The Drinking Gourd, respond as fully as you can to the following questions and activities.

1. Go back and review your margin notes. If you could talk to Tommy's father -- what would you ask him?

father are you a slave or are you helping the slaves or atacing the slaves? wear do you live? I would like to come over and eate. Or would you like to go out to lunch or dinner. I hope you eat good helthy foods! Becuse you can get heavy. You should take care of tommy to he can grow up to get fat so give him helthy bar I will give you to eat ok. after every meal ok. by! The end

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2. Select a line or lines from the story that interest you or make you think. Write the line or lines in the box below.

As tommy's father disappears into the United States marshal and three of his men ride up to the wagon and tell Tommy there is going to be a search for him and his family.

Tell why you chose these lines. Because it tells a lot about the United States marshals.

3. What kind of person is Tommy's father? How do you feel about him?

He is a nice person and I feel good about it

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4. Read these lines from the story again:

> "I been a slave all my life," said Jeff, sitting in the hay, "until two weeks ago. That was the day I decided we would run away to Canada on the Underground Railroad."

Below is an "open mind" drawing of Jeff's head. If you could look into the mind of Jeff, what thoughts and feelings might he have? Make drawings and/or write words inside the "open mind" below that show his thoughts and feelings.

OPEN MIND OF JEFF

Explain your drawings or words.

He Has (illegible) hair and eyes
He is white

5. This is your page to tell us anything about your understanding of this story, what it means to you, what it makes you think about in your own life, or anything that relates to your reading of it.

There is a man who is trying to save his family and contry.

This is the end of SECTION ONE. Do not turn the page. Stop here.

5 B

SECTION TWO

Working With Your Group

1. Group Leader:

   Group Members:

   -

   -

   -

Guidelines for working with your group:

During this part of the lesson your group will discuss The Drinking Gourd. It is IMPORTANT that everyone in the group has a chance to participate. Take turns giving your ideas. Everyone takes his/her own notes during the discussion.

1. In your group, talk about the story you read. Why did Tommy's father hide the slaves? List your reasons.

   My group thinks that:

   The reason why he wants to hide them is because it is his friends and family.

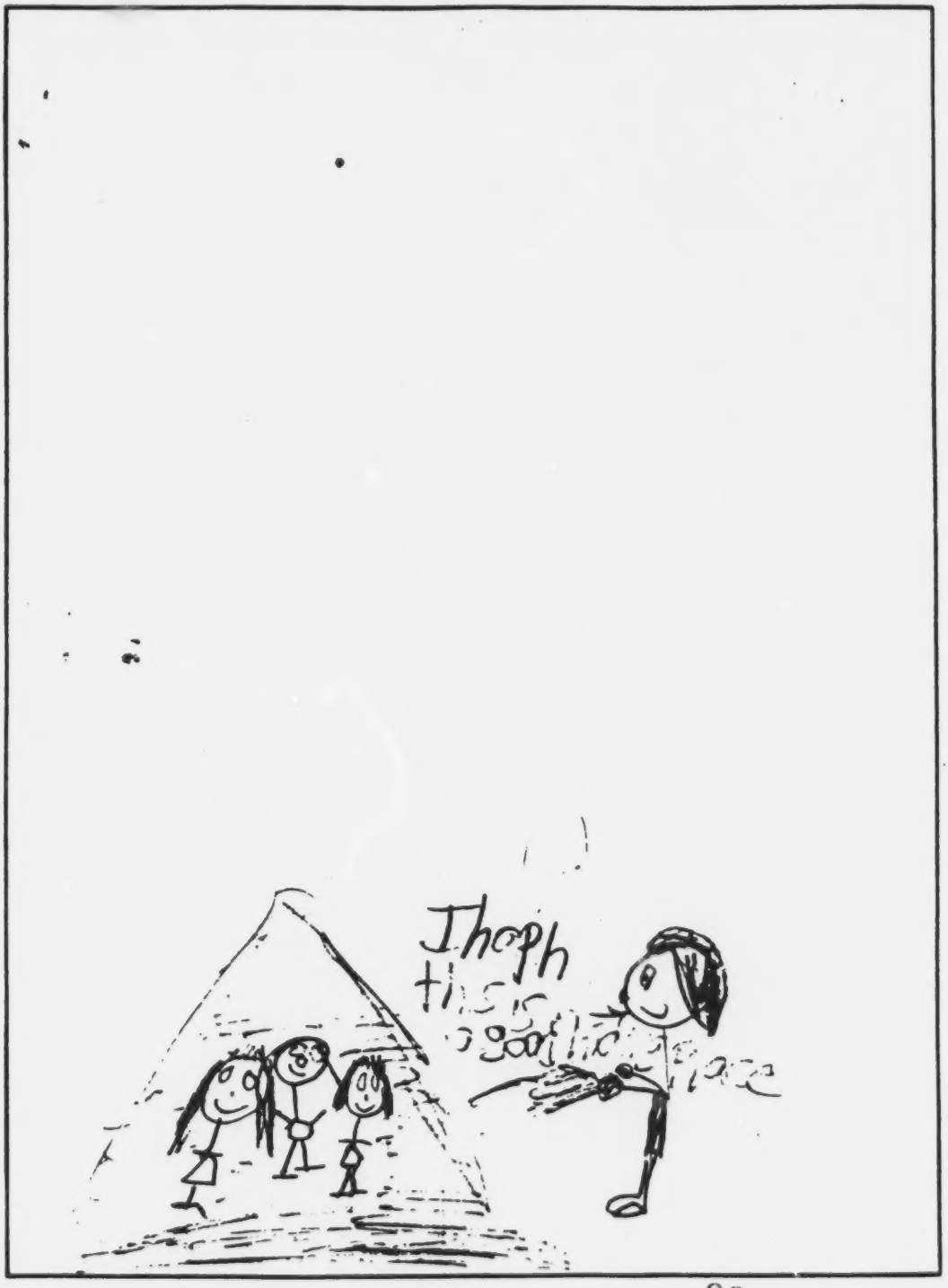
2. After group discussions, list some questions your group would ask Tommy's father.

Are you a slave?
Do you have chare? yes or no

3. Write down some good and bad things about participating in the Underground Railroad.

Good Things	Bad Things
Tommy is brave	He can't chang the rulls.

4. Tommy's father had some feelings about breaking the law. In your group, discuss some of these feelings and put your group's ideas in the box below.



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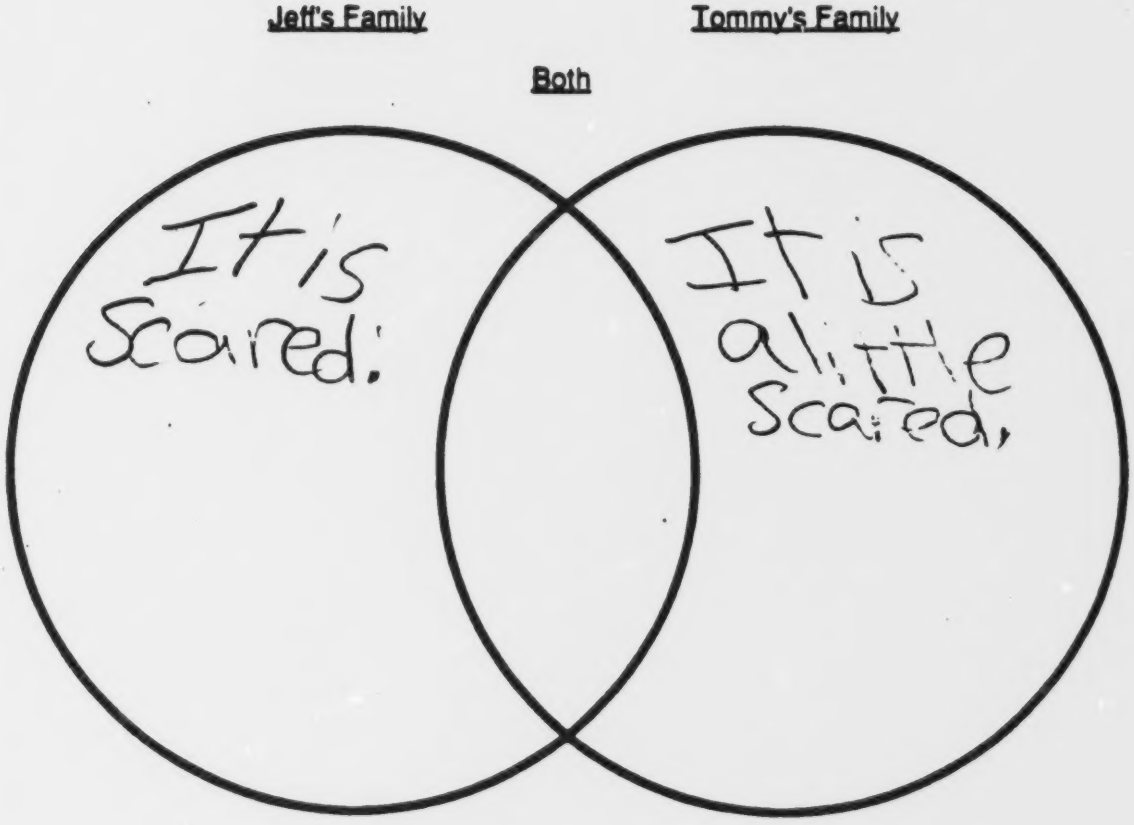
5. Use the following Venn Diagram to predict what might happen if either family were to be caught participating in the Underground Railroad. Be sure to include feelings or thoughts each family might have, and what feelings they might share.



This is the end of SECTION TWO. Do not turn the page. Stop here.

SECTION THREE

Writing

Getting Ready to Write

You have a friend who has a large barn perfect for hiding slaves. Your friend has been thinking about participating in the Underground Railroad, but has not made up their mind. List the reasons you would give your friend for using or not using their barn to hide slaves

1. Becuse you have a barn and you don't want the slaves to hide in it.
2. ~~There~~ is not enought room for all the sleaves.
3. He might Be agenst him.
4. Or He might not know were they are.
5. They might Be gon all redy.
6. Or they might Be hiding from him they might be over them.

Time to Write

Write about how you feel your friend's barn should be used. When you write, be sure to include words that help your friend understand what you believe and why. Anticipate objections and try to persuade your friend that your solution is reasonable.

Can some of
the sleves hide in
your barn pleas. I would
really apresheate it.
Becuse these peopIe
need a hiding spot
they travle at night
and I can [illegible]
[illegible]
over. S. can I be
Pleas stay hear.
Ok. yes yes yes
yes yes.

CLAS-Like Tasks: Grade Level Examples

Grade 3

Name: Date: 2/17/94

1. Choose 3-5 "Best Pieces" from your writing folder. Tell why you chose each one.

The first one I chose was the letter to Mrs. Ranbger. I chose the letter because the prinpcials might like it. My secoend one is letter to Amelia to tell her about my invintion. I might not fit my othe things but I will try. My Dau of the animals Djeaw Seaw Rumplistist Mix up names.

2. Reflect on yourself as a writer. What do you do well? What would you like to change about your writing skill? List some goals for yourself.

I think I can write ok. But I would like to improve. I think I can write good reports. My dad says I should do my writing homework on the computer. I thin the computer is really fun.

1-04850-00

Name Date: 2/17/94

1. Think about yourself as a reader. How are you doing? What are your strengths? How would you like to improve? Set some goals.
I think I'm a very good reader. I like to read chapter books. My goal is to read mor chapter books.

2. What do you do when you come to a word you don't know?
I try to sound it out or read the sentance and figture out the word.

3. List some books you have read recently. What other kinds of books do enjoy?
I'm reading Side way stories from Wayside school. I enjoy Beverly Cleary and Boxcar children.

1-04850-00

Name: _____

1. Choose 3-5 "Best Pieces" from your writing folder. Tell why you chose each one. I chose it because I rote the most and because I worked hard on it.

2. Reflect on yourself as a writer. What do you do well? What would you like to change about your writing skill? List some goals for yourself. I indent I write preaty good I whish I could wh fasto

1-04850-00

Name: Date: 2-17-94

1. Think about yourself as a reader. How are you doing? What are your strengths? How would you like to improve? Set some goals.
I'm a good reader. I like chapter books. How about you.
I read Ramona ao 8 in tre'e days.

2. What do you do when you come to a word you don't know? I make it into word and say them.

3. List some books you have read recently. What other kinds of books do enjoy? Mystey books

1-04850-00

CLAS-Like Tasks: Grade Level Examples

Grade 4

IV. Sample Elementary Prompt

Section One
Reading

An Excerpt from *Stone Fox* by John Gardiner

Getting Ready to Read

Here is some information about the story you will read. It will help you understand what is happening.

Little Willy and his dog Searchlight are in a dog sled race. So are Stone Fox and his five beautiful Samoyeds (a strong breed of dog with a thick white coat). The prize in the race is $500.00.

Little Willy hopes to win the money to save his grandfather's farm. His grandfather is very ill. Stone Fox hopes to win the $500.00 to buy back land for his Indian tribe, the Shoshone.

This part of the story begins in the middle of the race. Read to see what happens.

John R. Gardiner. *Stone Fox*. New York: Thomas Y Crowell, 1980. Text © 1980 by John Reynold Gardiner.

Time to Read

STONE FOX

My thoughts, feelings, and questions about what I am reading

As they approached the farmhouse, little Willy thought he saw someone in Grandfather's bedroom window. It was difficult to see with only one good eye. The someone was a man. With a full beard.

It couldn't be. But it was! It was Grandfather!

Grandfather was sitting up in bed. He was looking out the window.

Little Willy was so excited he couldn't think straight. He started to stop the sled, but Grandfather indicated no, waving him on. "Of course," little Willy said to himself. "I must finish the race. I haven't won yet."

"Go, Searchlight!" little Willy shrieked.

"Go, girl!"

Grandfather was better. Tears of joy rolled down little Willy's smiling face. Everything was going to be all right.

And then Stone Fox made his move.

One by one he began to pass the other racers. He went from last place to eighth. Then from eighth place to seventh. Then from seventh to sixth. Sixth to fifth.

He passed the others as if they were standing still.

He went from fifth place to fourth. Then to third. Then to second.

Until only little Willy remained.

But little Willy still had a good lead. In fact, it was not until the last two miles of the race that

My thoughts, feelings, and questions about what I am reading

Willys dogs are anxious to win back the farmland.

Stone Fox got his first glimpse of little Willy since the race had begun.

The five Samoyeds looked magnificent as they moved effortlessly across the snow. Stone Fox was gaining, and he was gaining fast. And little Willy wasn't aware of it.

Look back, little Willy! Look Back!

But little Willy didn't look back. He was busy thinking about Grandfather. He could hear him laughing...and playing his harmonica...

Finally little Willy glanced back over his shoulder. He couldn't believe what he saw! Stone Fox was nearly on top of him!

This made little Willy mad. Mad at himself. Why hadn't he looked back more often? What was he doing? He hadn't won yet. Well, no time to think of that now.

He had a race to win.

"Go, Searchlight! Go, girl!"

But Stone Fox kept gaining. Silently. Steadily.

"Go, Searchlight! Go!"

The lead Samoyed passed little Willy and pulled up even with Searchlight. Then it was a nose ahead. But that was all. Searchlight moved forward, inching *her* nose ahead. Then the Samoyed regained the lead. Then Searchlight...

When you enter the town of Jackson on South Road, the first buildings come into view about a half a mile away. Whether Searchlight took those buildings to be Grandfather's farmhouse again, no one can be sure, but it was at this time that she poured on the steam.

Little Willy's sled seemed to lift up off the ground and fly. Stone Fox was left behind.

The crowd cheered madly when they saw little Willy come into view at the far end of Main Street, and even more madly when they saw that Stone Fox was right on his tail.

"Go, Searchlight! Go!"

Searchlight forged ahead. But Stone Fox was gaining!

"Go, Searchlight! Go!" little Willy cried out.

Searchlight gave it everything she had.

She was a hundred feet from the finish line when her heart burst. She died instantly. There was no suffering.

The sled and little Willy tumbled over her, slid along the snow for a while, then came to a stop about ten feet from the finish line. It had started to snow — white snowflakes landed on Searchlight's dark fur as she lay motionless on the ground.

The crowd became deathly silent.

Stone Fox brought his sled to a stop alongside little Willy. He stood tall in the icy wind and looked down at the young challenger, and at the dog that lay limp in his arms.

"Is she dead, Mr. Stone Fox? Is she dead?" little Willy asked, looking up at Stone Fox with his one good eye.

Stone Fox knelt down and put one massive hand on Searchlight's chest. He felt no heartbeat. He looked at little Willy, and the boy understood.

My thoughts, feelings, and questions about what I am reading

I feel sad because Willy

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

My thoughts, feelings, and questions about what I am reading

Little Willy squeezed Searchlight with all his might. "You did real good, girl. Real good. I'm real proud of you. You rest now. Just rest." Little Willy began to brush the snow off Searchlight's back.

Stone Fox stood up slowly.

No one spoke. No one moved. All eyes were on the Indian, the one called Stone Fox, the one who had never lost a race, and who now had another victory within his grasp.

But Stone Fox did nothing.

He just stood there. Like a mountain.

After You Have Read

1. What feelings do you have about what happens in the story?

I think Stone Fox is really anxious to win. I also think that Willy's dogs are anxious to win back the farmland. I feel sad because Willy was almost to the finish line.

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

GO ON

2. Select a line or lines from the story that interest you or make you think.

Write the line or lines in the box below.

"You did real good, girl."
I'm real proud of you

Tell why you chose these lines.

I chose the first line because I the the dog tried really hard. I chose the one line because I think Willy was very proud of how hard the dog tried.

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

3. Read these lines from the story again:

> **But Stone Fox did nothing.**
> **He just stood there. Like a mountain.**

What do you think Stone Fox might have been thinking and feeling as he stood there?

Below is an "open mind" drawing of Stone Fox's head. If you could look into the mind of Stone Fox, what thoughts and feelings might he have? Make drawings and/or write words inside the "open mind" below that show his thoughts and feelings.

Open Mind of Stone Fox

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

Tell what the pictures and/or words that you put in your "open mind" of Stone Fox mean to you.

They mean that if I was in Stone Fore's place I would have felt sorry for Willy.

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

4. Read these lines from the story again:

> **Little Willy squeezed Searchlight**
> **with all his might.**

What do you think little Willy might have been thinking and feeling as he held Searchlight?

Below is an "open mind" drawing of little Willy's head. If you could look into the mind of little Willy, what thoughts and feelings might he have? Make drawings and/or write words inside the "open mind" below that show his thoughts and feelings.

Open Mind of little Willy

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

Tell what the pictures and/or words that you put in your "open mind" of little Willy mean to you.

They mean that if I was in Willy's place I would feel really sad.

5. **Go back and read the last two lines of the story and write what you think is going to happen next.**

I think stone fox will help Willy taker care of his dog and help him pick up his sled.

What in the story makes you think that it will end this way?

I think it will end this way because stone Fox went to see if the dog was still alive instead of keep going to win the race.

This is your page to tell us anything else about your understanding of this story — what it means to you, what it makes you think about in your own life, or anything that relates to your reading of it.

STOP!
DO NOT TURN THE PAGE!

This is the end of Section One.

Section Two
Working With Your Group

Group Leader: _____

1. In Section One you read an excerpt from the story *Stone Fox*. In your group, talk about what you remember most about the story. Give each member of your group a chance to talk. Take about 5 minutes to review the story together.

2. Think back to Section One when you wrote about how you thought the story might end. Share these ideas with your group. Be sure everyone has a chance to share.

3. You have read a part of the story *Stone Fox* and you have listened to each other's ideas about endings to the story. Below is the actual ending to the story *Stone Fax* written by the author, John Gardiner.

   Choose a member of your group to read the rest of the story on the next page out loud as you follow along silently.

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"Is she dead, Mr. Stone Fox? Is she dead?" little Willy asked, looking up at Stone Fox with his one good eye.

Stone Fox knelt down and put one massive hand on Searchlight's chest. He felt no heartbeat. He looked at little Willy, and the boy understood.

Little Willy squeezed Searchlight with all his might. "You did real good, girl. Real good. I'm real proud of you. You rest now. Just rest." Little Willy began to brush the snow off Searchlight's back.

Stone Fox stood up slowly.

No one spoke. No one moved. All eyes were on the Indian, the one called Stone Fox, the one who had never lost a race, and who now had another victory within his grasp.

But Stone Fox did nothing.

He just stood there. Like a mountain.

His eyes shifted to his own dogs, then to the finish line, then back to little Willy, holding Searchlight.

With the heel of his moccasin Stone Fox drew a long line in the snow. The he walked back over to his sled and pulled out his rifle.

Down at the end of Main Street, the other racers began to appear. As they approached, Stone Fox fired his rifle into the air. They came to a stop.

Stone Fox spoke.

"Anyone crosses this line—I shoot."

And there wasn't anybody who didn't believe him.

Stone Fox nodded to the boy.

The town looked on in silence as little Willy, carrying Searchlight, walked the last ten feet and across the finish line.

4. How do you feel about this ending? Take a few minutes to write down your thoughts.

I feel that this was a happy ending since little Willy won.

5. Now share your thoughts with your group, allowing everybody the chance to talk.

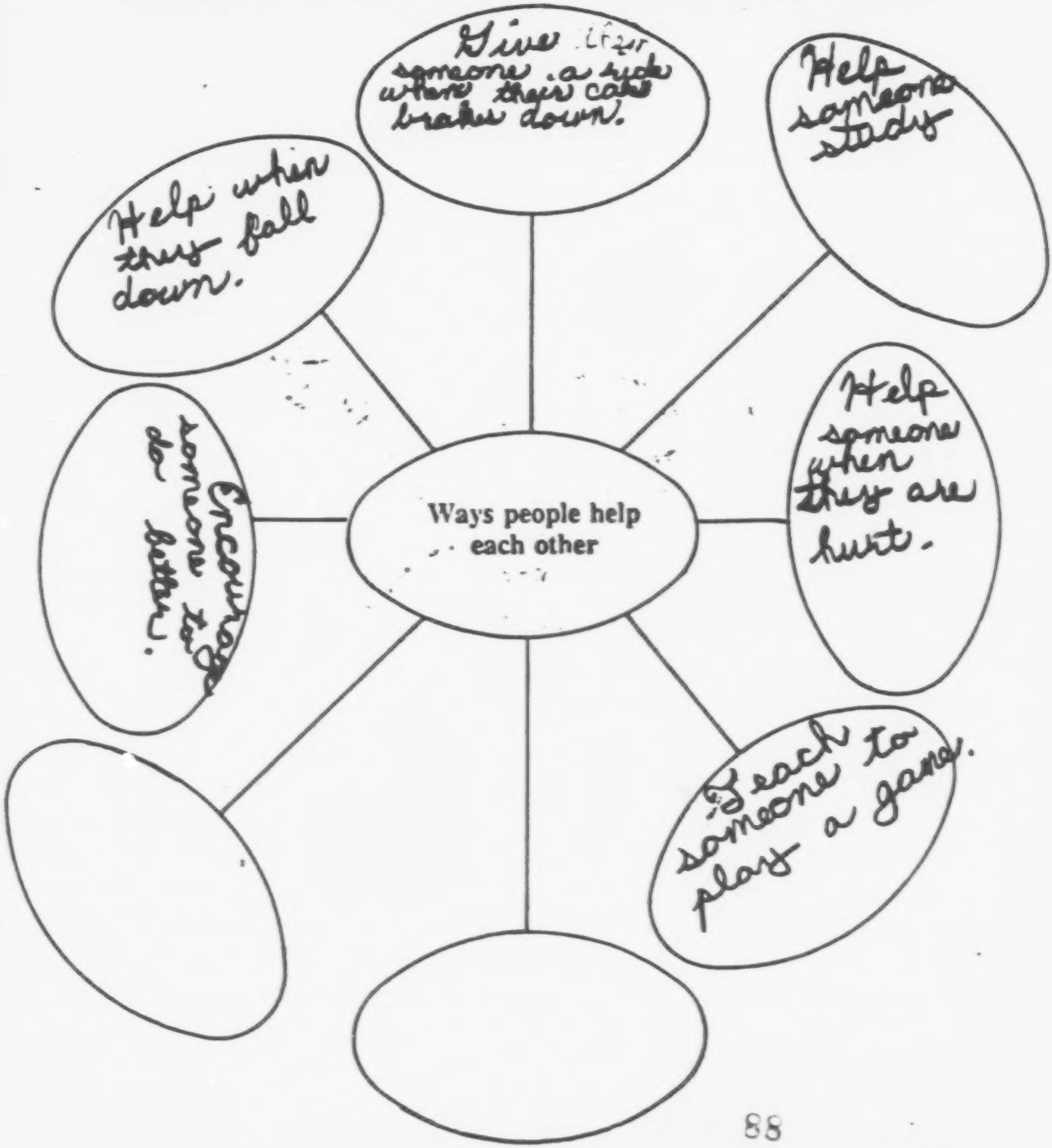
6. As you discussed the end of the story with your group, you discovered that Stone Fox helped little Willy to win the race. Why do you think Stone Fox did this? Discuss this with your group. As your group talks, jot down people's ideas in the space below.

Why Stone Fox helped little Willy

1. He did it because he felt sorry for the dog.
2. He did it because he felt bad for Willy.

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

7. Like Stone Fox, people help each other in many different ways. In your group, suggest some ways that people can help each other. Put your group's ideas in the cluster below. You may add more bubbles if you need to.


Give someone a ride when their car breaks down.
Help someone study
Help when they fall down.
Encourage someone to do better.
Ways people help each other
Help someone when they are hurt.
Teach someone to play a game.

CALIFORNIA DEPARTMENT OF EDUCATION, 1991

GO ON

Think about times when you have helped someone or when someone has helped you. Write down as many ideas as you can remember. You may want to use these ideas for the next part of the test.

Ways I helped other people	Ways other people helped me
Stopped and help someone on the road.	Helped me to the nurses office.
Called a tow truck to help a man.	Helped me to the nurses office.
Helped carry grocrie bags.	Danielle wrote homework assimate

9. Share these ideas with your group.

STOP!
DO NOT TURN THE PAGE!

This is the end of Section Two.

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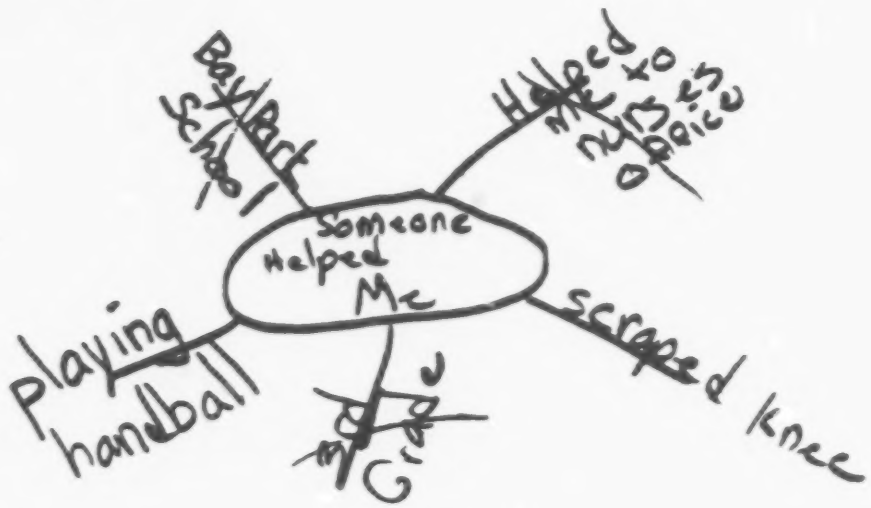
Section Three
Writing

Helping Others

Getting Ready to Write

For your teacher, you are going to write about a time when you helped someone or someone helped you. Think about this topic. You may use the list you made in Section Two of this test. Choose <u>one</u> time that is important to you. To help you write about that time, use the space below to cluster, list, or sketch the important details of this event.



Time to Write

Write about a time when you helped someone or someone helped you. Include the kind of details that will help your teacher understand what happened and why it was important to you.

When Someone Helped Me

When I was in third grade at Bay Park my friend helped me to the nurses office. I had falling down and scraped my knee. This happened when I was playing handball with my friends. When I was in the nurses office the nurse put a bandaid on my cut. Then she gave me a lip ~~[illegible]~~

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friend walked me back to class.
That was important to me
because he had helped me when
I was hurt.

CLAS-Like Tasks: Grade Level Examples

Grade 5

GRADE 5 BAY PARK 93-94
LANGUAGE ARTS.

SECTION ONE
READING

Tittle: Carrying the Running-aways

Before You Read

"Carrying the Running-aways" is a work of nonfiction, a true slave narrative. The former slave who first told the tale was Arnold Gragston, a slave in Kentucky. His story of rowing runaways across the Ohio River represents thousands of such stories of escape to freedom. Among those runaway slaves were Levi Perry, Virginia Hamilton's grandfather.

The abolitionist who helped the runaways was John Rankin, a minister who lived in Ripley, Ohio. From 1825 to 1865, more than two thousand slaves were sheltered at "the house with the light" and guided on by Rankin family. Today, the Rankin house is preserved as a state memorial.

Reading Selection

Make notes about your feelings and thoughts as you read. You also might want to write questions at certain points in the selection. It will be helpful to underline words or sentences that you think are important or especially interesting to you.

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Carrying the Running-aways

My thoughts, feelings, and questions about what I am reading.

Never had any ideas of carryin the runninn-away slaves over the river. Even though I was right by that big river, it never got in my mind to do somethin like that. But one night the woman whose house I had gone courtin to said she knew a pretty girl wanted to cross the river and would I take her. Well, I met the girl and she was awful pretty. And soon the woman was tellin me how to get across, how to go, and when to leave.

Well, I had to think about it. But each day, that girl or the woman would come around, ask me woul I row the girl across the river to a place called Ripley. Well, I finally said I would. And one night I went over to the woman's house. My owner trusted me and let me come and go as I pleased, long as I didn't try to read or write anythin. For writin and readin was forbidden to slaves.

Now I had heard about the other side of the river from the other salves. But I thought it was just like the side where we lived on the plantation. I thought there were slaves and masters over there, too, and overseers and rawhide whips they used on us. That's why I was so scared. I thought I'd land the girl over there and some overseer didn't know us would beat us for bein out at night. They could do that, you know.

Well, I did it. Oh, it was a long rowin time in the cold, with me worryin. But pretty soon I see a light way up high. Then I remembered the woman told me to watch for a light. Told me to row to the light, which is what I did. And when I got to it, there were two men. They reached down and grabbed the girl. Then one of the men took me by the arm. Said, "You about hungry?" And if he hadn't been holdin me, I would of fell out of that rowboat.

Well, that was my first trip. I was scared for a long time after that. But pretty soon I got over it as other folks asked me to take them across the river. Two and three at a time, I'd take them. I got used to makin three or four trips every month.

Now it was funny. I never saw my passengers after that first girl. Because I took them on the nights when the moon was not showin, it was cloudy. And I always met them in the open or in a house with no light. So I never saw them, couldn't recognize them, and couldn't describe them. But I would say to them, "What you say?" And they would say the password. Sounded like "Menare." Seemed the word came from the Bible somewhere, but I don't know. And they would have to say that word before I took them across.

Well, there in Ripley was a man named Mr. Rankins, the rest was John, I think. He had a "station" there for escaping slaves. Ohio was a free state, I found out, so once they got across, Mr. Rankins would see to them. We went at night so we could continue back for more and to be sure no slave catchers would follow us there.

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Mr Rankins had a big light about thirty feet high up and it burned all night. It meant freedom for slaves if they could get to that bright flame.

I worked hard and almost got caught. I'd been rowin fugitives for almost four years. It was 1863 and it was a night I carried twelve runnin-aways across the river to Mr Rankins'. I stepped out of the boat back in Kentucky and they were after me.

I don't know how they found out. But the slave catchers, didn't know them, were on my trail. I ran away from the plantation and all I knew there. I lived in the fields and in the woods. Even in caves. Sometimes I slept up in the tree branches. Or in a hay pile, I couldn't get across the river now, it was watched so closely.

Finally, I did get across. Late one night me and my wife went. I had gone back to the plantation to get her. Mr. Rankins had him a bell by this time, along with the light. We went rowin and rowin. We could see the light and hear the bell, but it seemed we weren't gettin any closer. It took forever, it seemed. That was because we were so scared and it was so dark and we knew we could get caught and never get gone.

Well, we did get there. We pulled up there and went on to freedom. It was only a few months before all the slaves was freed.

We didn't stay on at Ripley. We went on to Detroit because I wasn't takin any chances. I have children and grandchildren now. Well, you know, the bigger ones don't care so much to hear about those times. But the little ones, well, they never get tired of hearin how their grandpa brought emancipation to loads of slaves he could touch and feel in the dark night but never ever see.

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After You Read

Now that you have finished reading Carrying the Runnin-aways, respond as fully as you can to the following questions and activities.

1. Go back and review your margin notes. If you could talk to the ~~Levi Perry~~ slave what would you ask him?

I would ask him, What was it like in slavery? What did he eat? How did they treat him? What did he do when he got bord? How long were you in slavery? And how got out.

2. From reading the story what can you tell about ~~Levi Perry~~ the slave. Why do you think as you do?

I think the slaves were desperate to cross the river. And they wanted to have freedom. I think every man or woman would like to be free because when your free you can do almost anything you want.

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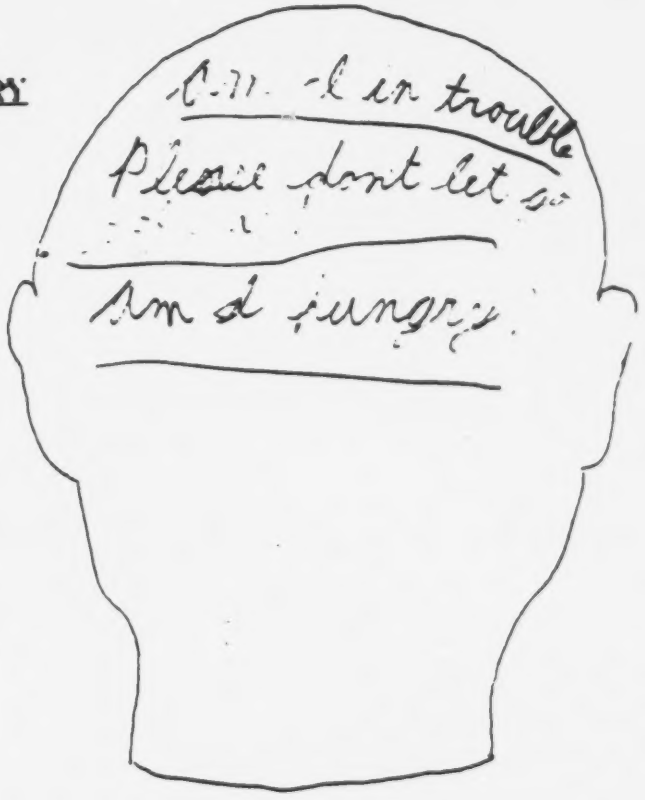
3. Read these lines from the story again:

"And when I got to it, there were two men. They reached down and grabbed the girl. Then one of the men took me by the arm. Said,"You about hungry?" And if he hadn't been holdin me, I would of fell out of that rowboat."

Below is an "open mind" drawing of the ~~Levi Perry~~ Slave's head. If you could look into his mind, what thoughts and feelings might he have? Make drawings and/or write words inside the "open mind" below that show his thoughts and feelings.

OPEN MIND OF ~~LEVI PERRY~~ Slave



6

4. Explain your drawings or words. When I wrote. "Am I in trouble. I ment, Am I a slave again. when I wrote, "Please don't let go of me". I ment I don't ... t to drown. And when I wrote. "Am I hungry." I ment, What are you talking about.

5. Write the pros and cons of escaping into freedom.

Pros[good]	Cons[bad]
1) You won't be under someone controle.	You might leave friends behind.
2) You could do what you want when you want.	

7

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5. Using your chart write a contrast paragraph that explains the difference between freedom and slavery.

Freedom is when you are not under someones comand. When you can do what you want. When you are free.

But when you are in slavery you are bosed around. When people are telling you to do this do that move this move that. Where you can't do anything your way. That is slavery.

I would rather be free then in slavery.

APPENDIX D

Parent/Student Reflections (Grade 4)

☆due dat: Tues, Jan. 4, 19--

Dear Mom and dad

☆Please read through my notebook.
write
Then your thoughts and feelings about
my work.

Dear

I read through your journal and found the stories to be very interesting. I liked seeing how much you have grown in your writing abilities and I enjoy watching you learn about your current surroundings and the history of our country. It would help me a great deal as a reader if you would take the time to write your neatest. This ~~shou~~ would make it much easier to read and also shows me that you take pride in your work and therefor makes me want to read it more.

I have heard you explain many stories, books, movies

☆ PARENT SIGNATURE

☆ PARENT SIGNATURE

and events to me and I know that you have a very good understanding of them and the ability to fully explain them. Your writing should be the same. When you write an explanation it is important to first stop and think about whether or not you are fully explaining the story. This takes more time but will make your writing much better. I know you can do this. Just stop and think how you would explain it if you were speaking to someone.

Keep up the good work but keep trying to improve. as that is how you learn.

Love
Dad.

Dear Mom and Dad,

Please read throught my note book. Then write your thoughts and feelings about my work.

I think [illegible] work shows good use of vocabulary, but the spelling is not up to par. Her penmanship is improving, and I am surprised to see the use of Venn diagrams at the age of ten years. The use of thought and feelings about each story promotes thought and about each story, and provides an avenue to express feelings which promotes creativity.

I am pleased with [illegible] work in this book, and impressed with the use of a journal in the 4th grade for organization and creative expression.

PARENT SIGNATURE

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Jan 2, 1994

Your journal was interesting reading. I think your writing skills are good. You are very bright and creative and your verbal skills and understanding exist rate. With more practice your writing skills will catch up and reflect your logical and organized thinking patterns when analyzing a story for important facts and themes. You have more talent than your journal reflects. I think time to work might be what's missing. Use your time wisely and you'll really shine!

Love Mom

I HAVE NOTICED A BIG IMPROVEMENT IN YOUR READING AND WRITING SKILLS THIS SCHOOL YEAR. YOU NEED TO TAKE YOUR TIME AND THINK ABOUT WHAT YOU WANT TO SAY, AND WORK ON YOUR SPELLING.

DAD

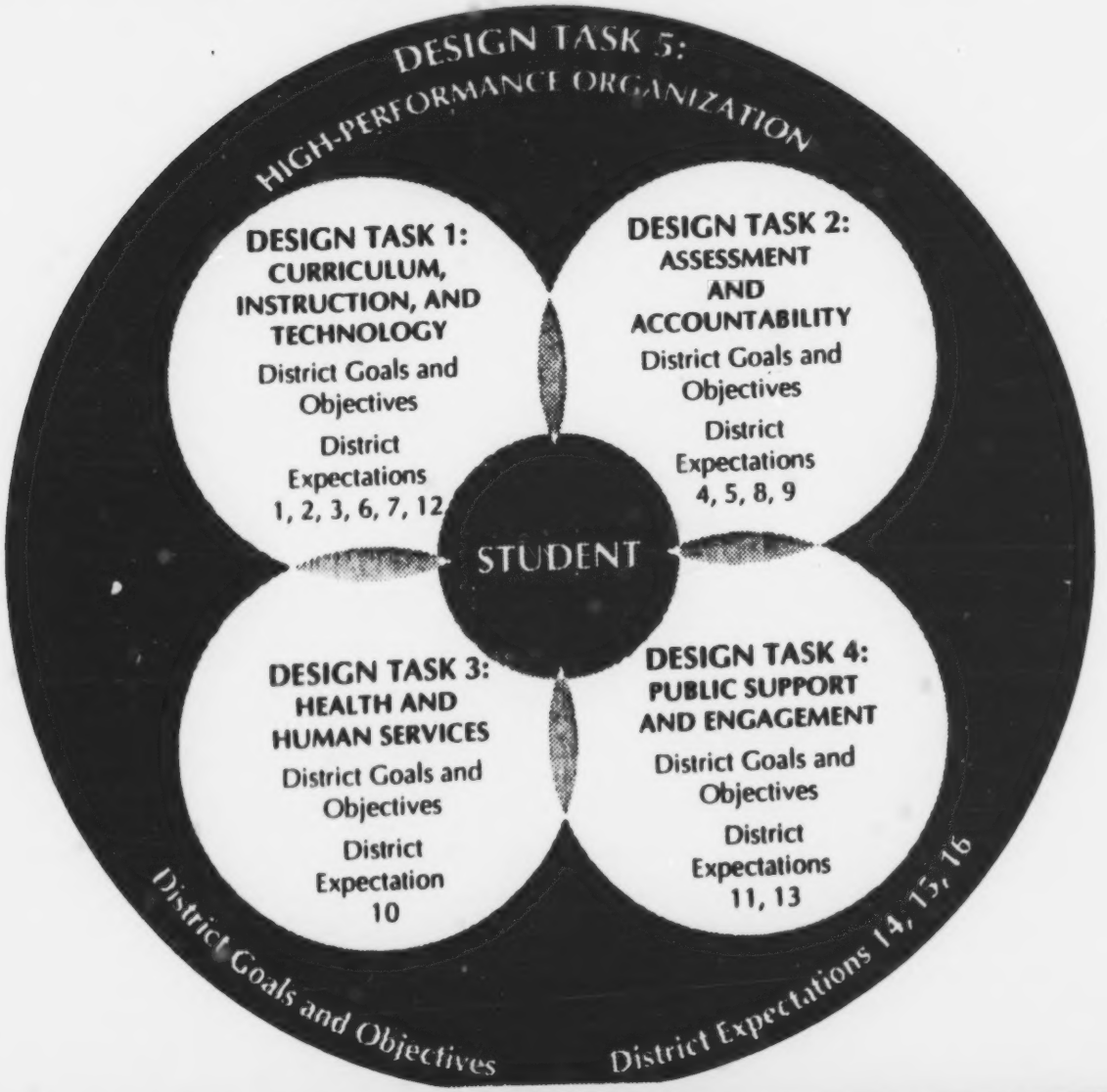
BEST COPY AVAILABLE

APPENDIX E

A Plan to Improve Student Achievement and Organizational Effectiveness
San Diego City Schools

SAN DIEGO CITY SCHOOLS

A Plan To Improve Student Achievement and Organizational Effectiveness



SAN DIEGO CITY SCHOOLS
Office of the Superintendent

Expectations for High Performance

The single most important imperative of our schools is to raise the performance of all students. What students should know and be able to do has been defined. Strategies and methods for improving student achievement are known and are being used with success by practitioners in school districts across the country, including San Diego. The achievement of high performance standards for student learning must be the goal in all classrooms and all schools.

On June 22, 1993, the Board of Education approved *A Plan To Improve Student Achievement and Organizational Effectiveness*, which I presented. The plan includes sixteen expectations for which all schools will be held accountable. The expectations include a focus on student achievement, school safety and cleanliness, attendance and school discipline, preparation for college and the world of work, parent and community outreach, and respect for diversity.

Assistant superintendents, central office staff, and governance teams will work with schools to assist them with research, staff development, and planning to make the changes that will lead to better learning results.

Schools must share data with governance teams, parents, and staff to involve them in improving teaching and learning.

Many of these expectations are embedded in ongoing district improvement efforts such as dropout prevention, attendance improvement, parent involvement, and reduction in suspensions. All of the expectations are:

- grounded in research and solid experience
- focused on improving parent satisfaction
- responsive to parents' and business leaders' expectations for student and school performance.

Central office staff, schools, and communities must work to ensure the success of all students. It is our responsibility to the future.

Bertha O. Pendleton
Superintendent

Design Task 1: Curriculum, Instruction, and Technology

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
1. All students mastering reading skills and comprehension by grade three or by the third year in a district school if primary language student.	The ability to read is a "basic freedom" of education for all students. The selection of third grade as the measurement year supports the district's implementation of developmental learning programs in the primary grades. Elementary schools with Chapter 1 or other supplemental resources are expected to have Reading Recovery or Early Literacy Inservice Course (ELIC) teachers. Schools using other strategies to enhance reading skills in Chapter 1 students must justify that the alternate strategies are successful. Language arts programs should reflect the philosophy of the state language arts and second language frameworks and the state task force reports *Here They Come, Ready or Not* and *It's Elementary!* Mentor teacher and resource teacher support should focus on classrooms with large numbers of students having reading difficulties.	1. A "3" grade in reading on the third-grade report card, as measured three times during the year. (C) 2. Evidence of reading mastery and second language progress from a K-3 language arts portfolio system. The portfolio should contain student work that demonstrates cumulative progress and mastery in reading, reflecting the principles of the district language arts program and developmental learning. (S) 3. A culminating activity of third-grade reading exhibitions. Raters for this assessment may include teachers from other schools, parents, and community partners. (M)
2. Students achieving appropriate performance standards in mathematics at CLAS-established grade levels or on a CLAS alternative or equivalent if primary language or special education student.	All children should develop a strong sense of mathematical power. By emphasizing California Learning Assessment System (CLAS) scores and standards, the district is supporting the National Council of Teachers of Mathematics (NCTM) standards, the state mathematics framework, and state task force reports. The kinds of performance assessments demonstrated by CLAS and the New Standards Project—performance tasks, curriculum-embedded projects, and portfolios—should form the basis of classroom assessments in mathematics.	1. Individual student CLAS scores at grades 4 and 8 and school-level data at grade 10. (C) 2. Report card grades collected three times a year at grades 2, 5, 8, and 10. (C) 3. Evidence of student growth in mathematics knowledge and processes as demonstrated in a K-3 portfolio system. The portfolio should include data from performance tasks and longer projects. Portfolios are also advisable at other grade levels. (S) 4. Student exhibitions of mathematical power at grades 5 or 6, 8, and 12. (M)

Design Task 1: Curriculum, Instruction, and Technology (Cont.)

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
3. Students achieving performance standards in writing and speaking skills at CLAS-established grade levels or on a CLAS alternative or equivalent if primary language or special education student.	The ability to communicate, whether in writing or orally, is a critical skill for all students. It crosses all curricula and is considered an integral process skill in all subject areas. For second language students, oral and written fluency in English is an essential learner outcome. The Second Language Education Department is developing a strategic plan for instruction by January 1994. Beginning in 1994–95, as an exit requirement, seniors will present an exhibition demonstrating mastery of speaking, writing, interviewing, and presentation skills.	1. For writing, individual student CLAS scores at grades 4 and 8 and school-level data at grade 10. (C) 2. For speaking and writing, report card grades collected at grades 2 and 5. (C) 3. For speaking and writing, evidence of student growth in communication skills as demonstrated in student K-3 language arts portfolios. Portfolios are also advisable at other grade levels. (S) 4. For speaking and writing, student exhibitions at grades 5 or 6, 8, and 12. (M)
6. Increase in students meeting college entrance requirements.	Parents and community members expect that all graduating students have the foundation to succeed in any state or private college or university. The senior exit exhibition, as developed by schools, should function as a culminating demonstration of mastered skills and preparedness for college.	1. Increase in the number of students meeting University of California (UC) requirements. (C) 2. Increase in the number of students taking the Scholastic Aptitude Test (SAT) and increase in SAT scores. (C) 3. Increase in cumulative grade point averages (GPAs). (C) 4. Increase in the number of students taking Advanced Placement (AP) courses and increase in the number of students getting AP credit. (C) 5. Development of senior exit exhibitions. (S) 6. Increase in the number of students participating in counseling reviews at grades 8 and 10. (S)

Design Task 1: Curriculum, Instruction, and Technology (Cont.)

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
7. No secondary students earning less than "C" in core subjects.	Core subjects include language arts, social studies, mathematics, and science courses in grades 7-12. The intent of this expectation is *not* to lower course standards, but to urge schools to look seriously at how they are organized functionally and instructionally to help students succeed. State task force reports *Caught in the Middle* and *Second to None* are excellent references for this task, and programs such as Advancement Via Independent Determination (AVID) provide useful models.	1. Increase in the number of students receiving "C" or better in each of the core subjects. (C)
12. Student preparation for making the transition from school to work.	School-to-work transition is a K-12 effort, because successful student work habits should mirror successful employment criteria. Process skills such as analysis, problem-solving, communication, and group work should be part of students' productive work throughout their school years. Implementation of the district's School-to-Work Task Force report will help determine student preparation strategies.	1. Create baseline data concerning the current number of apprenticeships, internships, and community service programs available to students. Increase the number of each yearly. (S) 2. Increase the number of students who complete career paths, as reported in California Basic Educational Data Systems (CBEDS) data. (C) 3. Increase the number of students who meet business and industry standards. (S) 4. For elementary students, use Expectations 1-3 in developing appropriate process skills. (S) 5. Use senior exit exhibitions to demonstrate student readiness for school-to-work transition. (S)

Design Task 2: Assessment and Accountability

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
4. Reduction in student absences and in nonapportioned absences.	Although student learning is not based solely on "seat time," regular student attendance at school is an effective factor in improving student achievement.	1. Reduction in nonapportioned absences and in total absences. (District nonapportioned average is 98.5 percent, and actual attendance average is 93 percent.) (C)
5. Reduction in student suspensions and expulsions.	As a corollary to Expectation 4, students cannot learn if they are out of school for disciplinary measures. For students to succeed in an educational program involving collaborative work, problem-solving, and long-term projects, they must participate in school regularly.	1. Reduction in suspensions, using current definition for suspensions. (C) 2. Reduction in expulsions, using current definition for expulsions. (C) 3. Reduction in the disproportional rate of suspension and expulsion of African American, Asian, and Latino students. (C)
8. A reduction in dropout and retention rates and an increase in graduation rates.	The district and community cannot afford to lose the productivity of even a single student through dropping out of school. Research is clear that retention is a harmful educational practice and leads to dropping out. Secondary schools should develop options to assist students in making up necessary credits so that they will remain in school until graduation.	1. Reduction in dropout and retention rates, using the current state definition and process for reporting. (C) 2. Increase in the number of students graduating, using the current state definition and process for reporting. (C) 3. Monitor each student's accumulation of appropriate credits in grades 9-12. (S)
9. Students completing elementary and middle level education on time as demonstrated by a timely accumulation of class credits.	Retention in grades K-8 is a practice to be avoided. As school staffs develop learner outcomes for student success, they will be able to monitor student progress toward those outcomes, using CLAS, New Standards tasks, portfolios, and exhibitions as assessment tools.	1. Proportion of students completing elementary and middle-level schooling at the appropriate age. (C)

Design Task 3: Health and Human Services

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
10. Maintenance of a clean, safe campus.	A clean, safe environment is a basic right for all students and staff members. Parents and community often make judgments about the quality of the educational experience based on the physical appearance of a school, its assurance of safety, and the welcoming nature of its staff.	1. Reduction in the incidence of crime, related to the district average. (S) 2. Perception of parents that campus is clean and safe as determined by a parent survey. (C) 3. Reduction in student and staff injuries. (S) 4. Increased cleanliness of building as determined by quarterly assessment of governance team, using checklist from Business Services. (S)

Design Task 4: Public Support and Engagement

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
11. Increased parent satisfaction as determined by annual district survey.	Parents and students are the district's primary clients. In a client-oriented organization, satisfaction of the client is paramount. To improve that level of satisfaction continually, accurate information about parent perceptions must be gathered on a regular basis in a variety of ways, and positive responses must be made.	1. Increase in parent satisfaction as determined by annual district survey. (C) 2. Use of integration monitoring data to detect district-level strengths and weaknesses and trends in parent perceptions. (C)
13. Increased engagement and involvement of parents and community supporting student learning.	Parent and business/community perceptions will change only as these groups grow in understanding of the district mission and function. An increase in their meaningful involvement in support of student learning and outcomes will bring about improved understanding and support of schools.	1. Parent satisfaction as demonstrated in the annual district survey. (C) 2. Increased parent attendance at conferences. (S) 3. Positive responses and increased knowledge of district framework as evidenced by integration monitoring data. (C) 4. Increased understanding and communication with parents and business/community members as evidenced by a governance team survey. (S) 5. Increased participation on governance team by parents representing all student populations. (S) 6. Increased participation on governance team by business/community members. (S) 7. Increase in partnership activities aligned with board goals and district expectations. (S) 8. Increase in business/community collaboratives within school clusters. (S)

Design Task 5: High-Performance Organization

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
14. Evidence that principal and school staff are engaged in learning or reflective study that is directed toward district goals.	All the challenges of working in a large, urban district make it easy for staff to fragment their focus on a myriad of programs, projects, and competing interests. All district staff need to concentrate on meeting district goals by focusing their efforts on the five design tasks and the sixteen expectations. Each school will develop a portfolio showing evidence of its work in the five design tasks. A school exhibit of portfolio evidence should be planned yearly for parents and business/community members. Staff will design their performance evaluation objectives based on the design tasks.	1. Monitoring of results of Program Quality Review (PQR) self-study or accreditation self-study. (S) 2. Discussion of governance team agenda items pertaining to research and instructional issues. (M) 3. Reports from governance teams on research-based classroom activities. (S) 4. Documentation of use of staff development days. (S) 5. Evidence of staff efforts in team-building, collaboration, and problem-solving. (M) 6. Evidence from site portfolios. (M)
15. Governance team that uses the comprehensive site plan and ensures the continuous development of student achievement within a high-performance organization (composition, training, focus on student learning).	The most important issues for the governance team to address are teaching and learning issues—curriculum, instruction, and assessment. The governance team performs a primary role in the gathering of data about teaching and learning, decision-making in this area, and development of the site portfolio.	1. Overall progress toward accomplishment of the sixteen expectations through site portfolio. (S) 2. Perceptions of parent satisfaction via district survey. (C) 3. Review of governance team minutes and agendas. (S) 4. Results from governance team survey. (S) 5. Evidence of governance team training opportunities. (S)

Design Task 5: High-Performance Organization (Cont.)

Expectation	What Does the Expectation Mean?	How Will It Be Measured? S=Site, C=Central, M=Mutual
16. Evidence of respect for diversity among students, parents, staff, and community.	The integration policy adopted by the Board of Education in 1993 outlined four integration goals for all schools and district staff members: • increased student achievement • increased access to academic opportunities • increased racially integrated settings • positive race/human relations for all students and staff members.	1. Increased participation on the governance team by parents representing all student populations. (S) 2. Increased representation of all student populations in curricular and co-curricular activities and higher-level courses. (S) 3. Increased parent satisfaction as demonstrated in annual district survey. (C) 4. Increased staff diversity at all levels. (M) 5. Decreased number of Office of Civil Rights (OCR) and discrimination complaints. (C) 6. Reduction in disproportionate student representation in specified courses and programs. (S)

APPENDIX F

K-12 Content Standards In Reading
San Diego City Schools

SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
School Services Division
Humanities Team
Second Language Team
Teaching and Learning Center

DRAFT

K-12 CONTENT STANDARDS IN READING

Draft dated January 10, 1994

1. Students comprehend, respond to, and appreciate literary works from a variety of genres and cultural perspectives that enable them to become fully aware of values, ethics, customs, and beliefs.
2. Students become effective readers, writers, listeners, and speakers through a variety of literacy experiences that expand their knowledge base.
3. Students integrate reading, writing, listening and speaking across all content areas.
4. Students construct and clarify meaning when reading, writing, listening , and speaking.
5. Students draw on their past and present experiences as they read, write, listen, and speak.
6. Students make meaning as they read by a flexible use of comprehension strategies including the three cueing systems (phonics, semantics, and syntactics).
7. Students learn and use the conventions of language including correct usage, grammatical correctness, spelling, punctuation and capitalization through reading, writing, listening, and speaking.
8. Students read independently according to their individual interests.
9. Students assess their own performance and progress when reading, writing, listening, and speaking.

Sources Used:

California Language Arts Framework (State Department of Education)
California Language Arts Model Curriculum Guide (State Department of Education)
Draft Literacy Standards (San Diego City Schools Second Language Team)
Interim Language Arts Framework (New Standards Project)
Language Arts Standards (Drafts from National Council of Teachers of English)
Standards: A Vision for Learning (Council for Basic Education)

Consultants Used: Dennie Wolf, Harvard University

TA:JB:LJC:CL

SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
School Services Division
Humanities Team
Second Language Team
Teaching and Learning Center

GRADE 3 READING PERFORMANCE LEVELS

Draft dated January 10, 1994

Level 6

Student performances at this level demonstrate an especially perceptive understanding of entire texts and how their parts fit together to make a whole. These readers independently make predictions and inferences and draw conclusions regarding the text. They make connections and provide supporting evidence from and between texts and/or personal experiences. They take risks as they explore meaning in texts; are open to considering and developing new ideas; and refer to texts to check their understanding. These readers regularly use a variety of reading strategies including cueing systems. When reading familiar material aloud, they read fluently with effective intonation and expression. They enjoy reading and make various and/or challenging selections from different genre and subject matter.

Level 5

Student performances at this level demonstrate a thorough understanding of whole texts. These readers frequently make predictions and inferences and draw conclusions regarding the text. They are able to make connections and provide supporting evidence from the text and/or personal experiences. They are usually willing to take risks as they explore meaning in texts; are open to considering or developing new ideas about the text; and refer to the text to check their understanding. These readers generally use a variety of reading strategies including cueing systems. They read familiar material aloud fluently sometimes with intonation and expression. They enjoy reading and make appropriate selections from a variety of genre and subject matter.

* Level 4

Student performances at this level demonstrate adequate understanding of whole texts. These readers usually make plausible predictions and inferences and draw reasonable conclusions regarding the text. They make general connections between the text and personal experiences. When directed, they can locate evidence in the text to support their ideas. They take few risks, tending to accept their initial understandings. These students are able to use various cueing systems. They read familiar, self-selected texts aloud fluently sometimes with expression. These students enjoy reading independently from a limited number of genres and subject matter.

grade level expectation

Level 3

Student performances at this level demonstrate a literal, concrete understanding of whole texts. With guidance, students make predictions and inferences and draw conclusions. With support, these readers make general connections and give supporting evidence from the text or personal experiences. They are safe readers, taking few risks. When directed, they use reading strategies and cueing systems with a tendency to rely on one strategy over the others. With encouragement, they read independently from limited genres.

Level 2

Student performances at this level demonstrate a limited understanding of whole texts. They tend to focus on portions of text rather than the whole. They recognize ideas, but may make limited predictions and inferences and may draw incomplete conclusions. These readers have difficulty navigating through complex texts. They are learning to use reading strategies and cueing systems and can apply them with support. They are engaged listeners to oral literature.

Level 1

Student performances at this level demonstrate a partial understanding of text. These readers recognize words, phrases, or titles and gain meaning from illustrations. Their understandings of text depend on support and/or participation in related activities. They enjoy listening to literature read aloud.

Sources Used:

Holistic Reading Scoring Rubric (CLAS)
Holistic Reading Scoring Rubric (New Standards Project)
Levels of Performance in Reading (CLAS)
Levels of Performance in Reading (National Assessment of Educational Progress)
Samples of Student Work (San Diego City Schools)

TA:JB:LJC:CL

CLAS

Performance Levels (Brief)
Reading

Level 6
Student performances at this level demonstrate insight as readers consider a whole text. These readers are confident and willing to take risks as they explore the meaning of a text; are open to considering and developing new ideas about a text and use the text to check their understanding; explore complexities in depth; revise their interpretations; expand on the possible meanings of a text; and connect ideas developed in the reading experience to their own experiences and to the world at large.

Level 5
Student performances at this level demonstrate perception and thoroughness in considering a whole text. These readers are confident and willing to take risks as they explore the meaning of a text; consider new ideas about a text and use the text to check their understanding; explore complexities and expand on the possible meanings of a text; often revise their interpretations; and connect some ideas developed in the reading experience to their own experiences and to the world at large.

Level 4
Student performances at this level demonstrate a thoughtful understanding of a whole text. These readers are confident in their interpretation, but have little willingness to take risks, tending to accept their initial understanding; can usually connect their understanding of a text to their own experiences, and, when directed, use a text to check their understanding in a general or limited way; and can identify some general significance or wider application of their understanding of a text.

Level 3
Student performances at this level demonstrate a plausible, general understanding of a whole text. These readers make superficial connections with or among the parts of a text or not at all; are safe readers, unwilling to take risks, with little tolerance for difficulties in a text; rarely question a text, but when they do, the questions are likely to be simple or superficial; do not revise their first interpretation of a text or explore other possibilities of meaning.

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CLAS
California Learning Assessment System

Level 2

Student performances at this level demonstrate a superficial understanding of a text. These readers may not see a text as a whole, tending to focus only on portions of a text; occasionally recognize ideas without connecting them; seldom ask questions of a text or offer meaningful evaluations of what they have read; and may not be able to read a complete text.

Level 1

Student performances at this level demonstrate an understanding of only an individual word, phrase, or title in a text. These readers do not demonstrate any understanding of the ideas or experiences offered or developed. Reading at this level is an act of recognizing a word or phrase rather than a process of constructing coherent meaning.

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CLAS

California Learning Assessment System

Performance Levels (Full)
Reading

Level 6
Student performances at this level demonstrate a well-developed and insightful understanding of a variety of texts. These readers exhibit an understanding of whole texts and how their parts fit together to make the whole. They are confident and take risks by exploring different aspects of texts, trying out new ideas, relating reading to their own experiences, and expressing their reactions. They question and evaluate texts while understanding the author's viewpoint. They are sensitive to the cultural influences or complexities in texts. They add thoughts to and expand the possible meanings of texts and are able to use the information and ideas from texts to reflect on or solve problems. They are open to revising their interpretations and ideas as new information is presented and insights developed. They draw plausible conclusions based on information and ideas from texts and can differentiate between literal and figurative meanings. They connect texts to their own lives and the world at large, and reflect on their own reading experiences and performances as they evaluate their growth as readers over time.

Level 5
Student performances at this level demonstrate a perceptive and thorough understanding of a variety of texts. They exhibit a knowledge of texts as a whole, as well as an awareness of how their parts work together to create the whole. Readers at this level can differentiate between literal and figurative meanings. They make connections between their own experiences and texts and explore a variety of possible meanings. They often use evidence from texts to generate, validate, expand, and reflect on their own ideas, and can connect their ideas to a larger community or culture. They may actively pose questions and agree or disagree with the authors or texts. These readers are open to revising their ideas and sometimes demonstrate newly-developed levels of understanding. They also reflect on their own reading experiences and performances as they evaluate their growth as readers over time.

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CLAS
California Learning Assessment System

Level 4
Student performances at this level demonstrate a thoughtful understanding of a variety of texts. These readers exhibit a knowledge of texts as a whole and some awareness of how their parts work together. They tend to accept their first impressions of texts, rarely taking risks or exploring additional possibilities of meaning. They make plausible assumptions, drawing meaning from the details of texts. They usually connect their understanding of texts to their own experience and knowledge. They paraphrase or describe the content of texts fully and thoughtfully and see their general significance and wider application. When directed, readers at this level may generate, validate, expand, or reflect on their ideas about texts with some depth. They may raise questions and agree or disagree with authors or texts, but usually without explaining their reactions. They usually differentiate between literal and figurative meanings. These readers also reflect on their own reading experiences and performances as they evaluate their growth over time.

Level 3
Reading performances at this level demonstrate a plausible, but literal and simplistic, understanding of whole texts. These readers make a few superficial connections with or among texts or none at all. They are safe readers, taking no risks, and with little tolerance for difficulties in texts. They tend to retain their initial sense of texts without testing or revising them. They rarely question texts, but when they do, the questions are likely to lack depth or subtlety. When directed, these readers may begin to reflect on their own reading experiences and performances and evaluate their growth over time.

Level 2
Reading performances at this level demonstrate a limited and superficial understanding of texts. They tend to focus on portions of texts rather than texts as a whole, recognizing ideas without connecting them. Readers at this level seldom ask questions of authors or texts or offer meaningful evaluations of what they have read. Even if directed, they rarely reflect on their own reading experiences and performances. They may not read complete texts.

Level 1
Reading performances at this level demonstrate an understanding of only a word, phrase, or title. They provide no evidence of an understanding of the ideas or experiences offered or developed in texts. Reading at this level is an act of recognizing a word or phrase rather than a process of constructing coherent meaning.

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Content Standard 4

Students construct and clarify meaning when reading, writing, listening, and speaking.

Learner Outcome A

Students write, dramatize or draw responses to the literature they have read or heard to help them construct personal meaning.

Observable Behavior

Using the picture book *The Snowy Day* by Ezra Jack Keats, kindergarten students working in cooperative groups, organized by language dominance, develop text for each page based on their understanding of the story. The group then dictates their text to a fifth grader, who types it into the computer and make it into a book for the classroom library.

Benchmark: A book created by each group is in the classroom library.

Students in grade three read a selection of folktales, then are divided into groups to write scripts, make original puppets, and present a puppet show to the class. Their scripts for the show may be representative of one of the folktales read or may be original, incorporating important aspects of folktales the students have been studying.

Benchmark: Each puppet show presentation is judged by the teacher using an oral language performance scoring guide.

Fourth and fifth grade students read illustrated stories from the school library and create book talks modeled after the ITV series "Reading Rainbow." Students view several segments of the series, write a plan for the book talk, and practice in small groups. The book talks are broadcast live (or presented on audiotape) to primary classrooms and include an invitation to visit the library to check out the book.

Benchmark: The teacher interviews each group to determine to what extent each student has constructed personal meaning after the broadcast.

After reading *The Legend of Food Mountain (La Montana del Alimento)* and *Beyond the East Wind: Legends and Folktales of Vietnam*, eighth grade students analyze the elements of a legend. Based on their understanding, groups of students brainstorm ideas for topics and write and illustrate books of legends as a classroom project. The legends include samples from local ethnic groups.

Benchmark: Using criteria supplied by the teacher each book is judged ready for publication by a group of student critics from the class.

Learner Outcome B
Students make predictions, ask their own questions, and initiate discussions about their interpretations of the text.

Observable Behavior B
Each year third grade students present a dramatic production of some of the literature they have read. This year's drama will honor Roald Dahl. As part of the preparations for the production, students think of questions they would ask Mr. Dahl if he were present, then research his possible answers.

Benchmark: Working in pairs, students role-play Mr. Dahl and an interviewer. A small group audience use a checklist to judge the reasonableness of the questions and answers. The teacher samples the presentation before she reviews the checklists to determine the level of success of the students.

A group of fifth grade students choose to read a book in its entirety after reading an excerpt in their literature reader. They each write questions and observations during their reading and come together to discuss the book when all are finished. One student is chosen as a recorder, and he or she presents a synopsis of her discussion to the entire class.

Benchmark: Questions and observations can be read by the teacher and judged acceptable by criteria shared with students.

The teacher reads aloud to sixth graders several folk tales from *The Cow Tail Switch and Other West African Stories,* modeling how to stop at strategic points to predict what will happen next or ponder the sense of the story. The sixth graders then independently read a selection of folk-tales, writing their own questions and placing them on stick-on notes at the points where they would make predictions or ask questions, based on their individual knowledge. A partner then reads the story, posing the questions at the appropriate time.

Benchmark: Teacher reads questions on stick-on notes done by each student and records quality of questions/ predictions using criteria shared with students.

In cooperative groups, ninth grade students read a selection, stopping at preselected points. Students in each group take turns writing questions generated by the group before continuing. After reading, students discuss the questions, offering interpretations.

Benchmark: Teacher selectively monitors groups listening for evidence that students in each group have reached a level 4 standard on 6 point reading performance scale.

Learner Outcome C
Students synthesize personal experiences with the situation presented in the text, thereby comprehending and making meaning for themselves.

Observable Behavior C
First grade students listen to the teacher read the story *Benjie on His Own*. Andrew then states, "That's just how I felt when I tried to help someone who was in trouble." Other students then respond with personal situations in which they gave help to someone in need.

Benchmark: Teacher keeps record of students who make a personal connection to a story. Those who do not are given additional opportunities to produce until they succeed.

While fifth grade students follow along in individual texts, the teacher reads the initial chapter of the core text *Midnight Fox*. When asked to consider whether they have ever been made to do something they did not want to do, students, working in cooperative groups, share circumstances and feelings similar to those of Tom, the main character in the book. Later, in a whole-class discussion, children predict whether Tom would have had a positive or negative experience at the farm in the story. Predictions are accompanied by parallel experiences from their own lives.

Benchmark: Written predictions/parallel experience papers are scored on a CLAS-like, 6 point scoring scale.

Seventh graders in a sheltered language arts class use the same core text, *Ishi Last of His Tribe* (Theodora Kroeber), required for all students at the school. Through a variety of teacher strategies, including storytelling, illustrations, paired reading, and response journals, students comprehend and make meaning from the text. Vocabulary is acquired through the development of meaning in context.

Benchmark: Response journal entries are read by the teacher who decides what level of comprehension students have achieved.

Eighth grade students, reading *Roll of Thunder, Hear My Cry*, explore the Emancipation Proclamation and view segments from GTV, a multimedia American history and geography computer and video program, about the Civil War and Reconstruction as background material for the novel. Students make personal connections about the true implications of a civil war from information about the divisions among neighboring communities found in the book. In small-group discussions, they identify how they would be affected in such a situation and how current civil wars in other countries led

newly arrived students to the United States from Vietnam, Laos, Cambodia, and El Salvador. Limited-English-proficient students do this activity in their primary languages.

Benchmark: Tape recording of each small-group discussion is reviewed by the teacher who decides which students have met the requirements of the assignment.

APPENDIX G

CLAS-Wide Tasks: Grade 4 Practice

Sadako and the Thousand Paper Cranes

1. What feelings do you have about what happens in the story? So far

I feel that the story is sad and happy. It is sad because Kenji died. It is happy because Sadak achieves her dream to run on the team in High school.

I like this!

Elementary Sample

CALIFORNIA DEPARTMENT OF EDUCATION

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2. Select a [redacted] lines from the story that interest you or make you think.

Write the line [redacted] lines in the box below.

Sometimes after a long race the dizziness returned. pg. 26 ¶

Tell why you chose these lines.

I chose these lines because it would feel weird to be dizzy after every race and they make me think what if this happened to me?

[redacted] CALIFORNIA DEPARTMENT OF EDUCATION, [redacted] ON

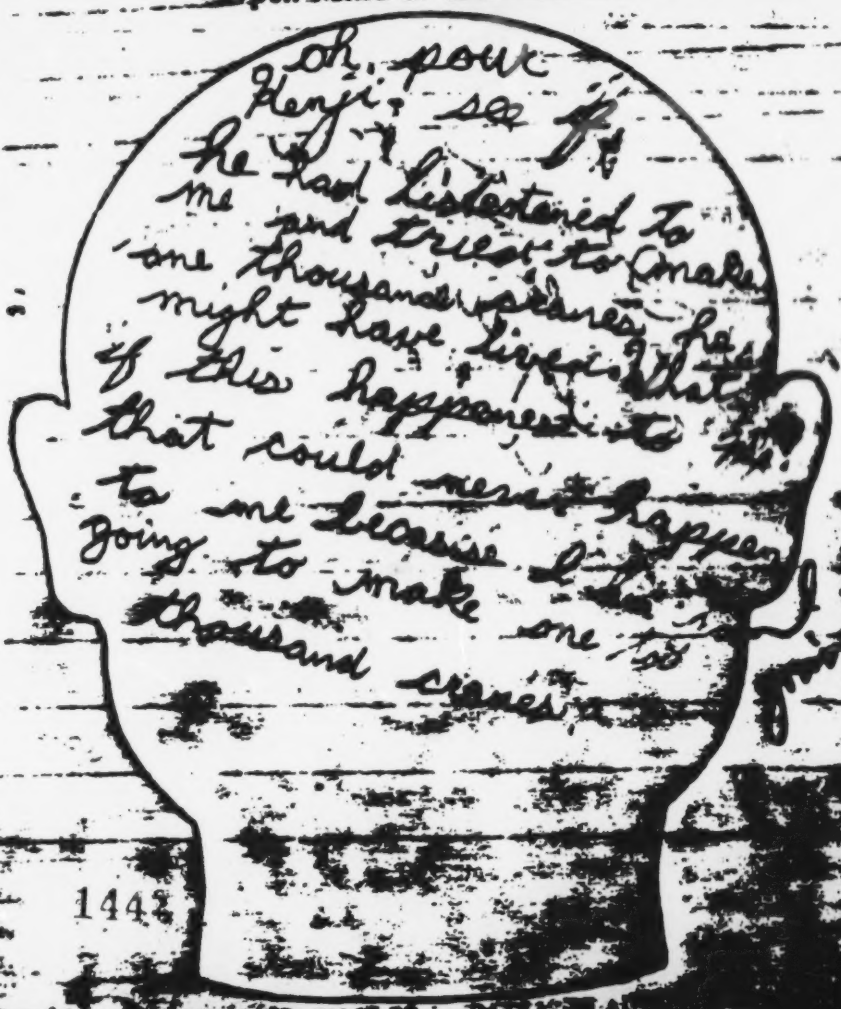
4. Read the [redacted] from the story again:

> One day Kenji didn't appear on the porch. Late that night Sadako heard the rumble of a bed being rolled down the hall. Nurse Yasunaga came in to tell her that Kenji had died. Sadako turned to the wall and let the tears come.

What do you [redacted]dako might have been thinking and feeling?

Below is an "open mind" drawing of Sadako's head. If you could look into the mind of Sadako, what thoughts and feelings might she have? Make drawings and/or write words inside the "open mind" below that show her thoughts and feelings.

Open Mind of Sadako


Oh, poor Kenji, see if he had listened to me and tried to make one thousand cranes, he might have lived. What if this happened to me that could never happen to me because I'm going to make one thousand cranes.

Elementary Sample
U.S. DEPARTMENT OF [redacted]
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Tell what the pictures and/or words that you put in your "open mind" of [redacted] to you.

[redacted] that the words mean friend[redacted] love toward Kenji. I also feel that the words mean Sadako is frightened and she has alot of faith toward herself. She also feels a little mad at Kenji for not listening to her.

This is excellent especially your last sentence.

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